ED 419 077   AA 001 297

Resources in Education (RIE). Volume 33, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 419 078   CE 073 586

Shirk, John C.
The Costs and Benefits of Lifelong Learning: Consumer Behavior.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; Adults; Andragogy; *Consumer Economics; Consumer Education; *Experiential Learning; Interpersonal Relationship; *Lifelong Learning; Older Adults; Purchasing; Social Exchange Theory; *Social Experience

Most adults are both learners and consumers of goods and services across their life span. The purpose of this paper is to contribute to the body of literature that analyzes consumer behavior in the light of lifelong learning. Learning activities, whether formal or experiential, have both costs and benefits. Interviews with hundreds of persons, varying in ages, educational status, and socioeconomic status, revealed many types of consumer behavior and many different types of learning. Some people pursued formal education and degrees for practical reasons, whereas others engaged in all types of projects that provided them with practical benefits as well as the satisfaction of learning and of having completed a project. More educated persons are more likely to engage in educational experiences than less-educated persons, although less-educated persons also benefit from maturity and experience. As persons move through the lifespan, they are often less consumer oriented and more inner driven. These changes can result in less consumption (even among those whose incomes do not

ED 419 097 CE 076 344

Morgan, Ronald R.; Ponticell, Judith A.; Gordon, Edward E.
Enhancing Learning in Training and Adult Education.
PUB DATE- 98
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Business; *Cognitive Development; Cognitive Processes; *Consultants; Consultation Programs; Cultural Differences; Cultural Pluralism; Educational Practices; Educational Psychology; *Educational Strategies; Educational Theories; Information Processing; Intelligence; Intelligence Tests; Multicultural Education; Personality Assessment; Research Methodology; Student Evaluation; Theory Practice Relationship; *Training Methods
IDENTIFIERS- *Trainer Role

This book, which is designed to prepare individuals to become workplace consultants, examines the theory and practice of enhancing learning in training and adult education. The following are among the topics discussed: putting cognition theory into practice in instruction; cognitive science perspective on adult learning (adults as learners, three views of instruction, individual differences and learnable aspects of human thinking and problem solving, and cognitive science model of mastery learning); behavioral views of learning and instruction (learning curve, models of learning, classical conditioning, operant conditioning, social learning, and motivation); cognitive science perspective on thinking, problem solving, and creativity ("behavioral-associationistic," Gestalt, cognitive development, and "information-processing" views); information-processing view of intelligence (clash between traditional and contemporary views of the construct, relationship between intellectual assessment and treatment, and modification of individual differences); personality assessment (history and approaches); instructional consultation (outcome-based education, mastery learning instruction, collaborative consultation, and training scenario lecture series); the trainer's role at the interface of science and practice (overview of research methodology, internal and external validity, faulty designs, experimental designs, variance control, and casual inference); methodological issues related to the multicultural revolution shaping business in the United States. (Contains 387 references and 27 tables/figures. Appended are problem solutions.) (MN)

ED 419 098 CE 076 347

Earnings Differences between Women and Men. Facts on Working Women.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Career Choice; Comparative Analysis; *Employed Women; *Employment Patterns; *Influences; Males; Occupations; Racial Differences; *Salary Wage Differentials; *Sex Differences; Sex Discrimination; Trend Analysis

Although the gap between women's and men's wages differs slightly

ED 419 116 CE 076 386

Standardizing Forms for Non-Metropolitan Literacy Providers. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Check Lists; *Literacy Education; *Material Development; Program Administration; *Records (Forms); *Rural Education
IDENTIFIERS- 353 Project

A project was conducted in Pennsylvania to develop a standard set of forms to be used by nonmetropolitan literacy providers. During the project, the project team surveyed nonmetropolitan literacy providers through a first mailing to 90 agencies identified, as well as several intermediate units, with less than one-third of the agencies responding. The responses were used by the team to determine relevant forms and formats. Team members worked on separate forms, sent them out to agencies for review and field testing, and made final revisions. The following forms were produced for agency use, and made available in both hard copy and on computer disk: confidentiality, contract for services, learner educational plan, learner intake, learner survey, monthly tutoring report, support services referral, and tutor survey. The forms can be easily reproduced for agency use. They provide a basis for a uniform reporting format that can be easily used for research projects. (The forms are included in the project report.) (KC)

ED 419 117 CE 076 387

Cooper, Richard
Statewide Staff Development Project: Adults with Learning Differences.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Classroom Techniques; Information Dissemination; *Inservice Teacher Education; *Learning Problems; Literacy Education; Mathematics Instruction; Postsecondary Education; *Professional Development; Reading Instruction; Research Utilization; Teaching Methods; *Workshops; Writing Instruction
IDENTIFIERS- Pennsylvania; 353 Project

A project was conducted in Pennsylvania to conduct a statewide staff development project on adults with learning differences using the following delivery systems: initial training sessions; advanced training sessions; videotapes of training sessions; the "Learning disAbilities Newsletter"; printed material from the Center for Alternative Learning in Havertown, Pennsylvania (which conducted the project) and from national, regional, and state centers; a toll-free telephone line for consultation; and observations and demonstrations. During the

ED 419 134 CE 076 416

Tomlinson, Sally, Ed.
Education 14-19: Critical Perspectives.
PUB DATE- 97
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Educational Change; Educational Demand; *Educational Needs; Educational Objectives; *Educational Policy; *Educational Practices; Educational Supply; Educational Trends; Equal Education; Ethnic Groups; Foreign Countries; Government School Relationship; National Curriculum; Needs Assessment; Postsecondary Education; Private Schools; Racial Differences; Secondary Education; Special Needs Students; Student Behavior; Student Certification; Teacher Attitudes; Trend Analysis; *Vocational Education; Womens Education
IDENTIFIERS- *General National Vocational Qualif (England); Great Britain; *National Vocational Qualifications (England)

This book contains 12 papers examining policy developments and practices in the vocational education of British youths between the ages of 14 and 19. The following papers are included: "Foreword" (Tony Edwards); "Education 14-19: Divided and Divisive" (Sally Tomlinson); "Aims, Values and the Curriculum" (Richard Pring); "Patterns in Development" (Geoff Stanton); "A Critique of NVQs (National Vocational Qualification) and GNVQs (General National Vocational Qualifications)" (Alan Smithers); "Teachers' Views of 14-19 Education" (Sally Tomlinson); "Competition, 'Choice' and Hierarchy in a Post-16 Market" (Sheila Macrae, Meg Maguire, Stephen J. Ball); "The 14-19 Curriculum in Private Schools" (Geoffrey Walford); "Race and Ethnicity in Education 14-19" (David Gillborn); "Girls in the Sixth Form" (Tamsyn Imison); "Transition to What? Young People with Special Educational Needs" (Jenny Corbett); "Disruptive Behaviour and the Educational Wasteland" (Roger Slee); and "The Asdan (Award Scheme Development and Accreditation Network) Award Scheme: A Celebration of Professional Practice" (Roger Crombie-White). (MN)

ED 419 135 CE 076 417

Garay, Mary Sue, Ed.; Bernhardt, Stephen A., Ed.
Expanding Literacies: English Teaching and the New Workplace. SUNY Series, Literacy, Culture, and Learning: Theory and Practice.
PUB DATE- 98
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Basic Skills; Computer Literacy; *Education Work Relationship; *Educational Change; English Curriculum; *English Instruction; Experiential Learning; Job Skills; Literacy Education; Postsecondary Education; Reading Instruction; *Reading Skills; Secondary Education; Tech Prep; *Workplace Literacy; *Writing Instruction; Writing Skills

This collection of 18 essays explores how English teaching at both secondary and postsecondary levels can be made more relevant to work. Titles and authors are as follows: "Of Work and English" (Mary Sue Garay); "Toward a Working English for Twenty-First Century Schools and Colleges" (Mary Sue Garay);

ED 419 152 CE 076 449

Edwards, Richard
Changing Places? Flexibility, Lifelong Learning and a Learning Society.
PUB DATE- 97
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Continuing Education; Delivery Systems; Distance Education; Economic Change; Educational Environment; Educational Needs; *Educational Objectives; *Educational Practices; Educational Theories; *Flexible Progression; Foreign Countries; *Lifelong Learning; Models; Needs Assessment; Position Papers; Professional Development; Social Change; State of the Art Reviews; Technological Advancement; Trend Analysis
IDENTIFIERS- Australia; European Union; Japan; *Learning Society; *United Kingdom; United States

This book examines different notions of a learning society and the changes in adult education theory and practice that will be required to create a learning society. Recent developments in the United Kingdom and, to a lesser extent, in other countries are cited as evidence that creating a learning society will require new forms of thinking about the theory and practice of adult education. The following are among the topics discussed in the book's six chapters: the relationship between discourse, power, knowledge, and governmentality; poststructuralism and postmodernism; economic, cultural, technological, and demographic changes that have contributed to the growth in interest in the notions of a learning society and lifelong learning; implications of the recent shift from focus on inputs (adult education and its provision) to focus on outputs (learning and learners); ways provision of adult education has changed to support access and participation, open and distance learning, and assessment and accreditation of outcomes in an increasing number of learning settings; the adoption of neo- and post-Fordist models of organizational development and the role of the reflective practitioner as a model for professional development; and contemporary trends and differing notions of a learning society. The bibliography contains 431 references. (MN)

ED 419 153 CE 076 450

Takanishi, Ruby, Ed.; Hamburg, David A., Ed.
Preparing Adolescents for the Twenty-First Century. Challenges Facing Europe and the United States. Johann Jacobs Foundation Conference Series, Volume 4.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescent Development; Biology; Change Strategies; Cross Cultural Studies; Cultural Pluralism; Daily Living Skills; Delivery Systems; Education Work Relationship; Educational Change; Educational Cooperation; *Educational Needs; Educational Policy; *Educational Practices; Educational Research; Educational Trends; Ethnic Groups; Foreign Countries; Health Promotion; International Educational Exchange; Junior High Schools; Middle Schools; Needs Assessment; Policy Formation; *School Role; Skill Development; *Theory Practice

ED 419 170 CE 076 483

Dunn, Dana
Workplace/Women's Place: An Anthology.
PUB DATE- 97
NOTE- 395p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blacks; Blue Collar Occupations; Career Choice; Case Studies; Clerical Occupations; Comparable Worth; Dual Career Family; Education Work Relationship; *Employed Women; *Employment Opportunities; *Employment Patterns; Employment Practices; *Employment Problems; *Family Work Relationship; Hispanic Americans; Managerial Occupations; Manufacturing Industry; Models; Mothers; Nontraditional Occupations; Paraprofessional Personnel; Professional Occupations; Racial Differences; Salary Wage Differentials; Sales Occupations; Science Careers; Service Occupations; *Sex Discrimination; Sex Fairness; Sexual Harassment; Womens Studies
IDENTIFIERS- Glass Ceiling

The following papers are included: "Foreword" (Paula England); "Introduction to the Study of Women and Work" (Dana Dunn); "Gender Culture and Socialization" (Rita Mae Kelly); "Parental Influence and Women's Careers" (Sue Joan Mendelson Freeman); "Shortchanging Girls: Gender Socialization in Schools" (Peggy Orenstein); "Factors Affecting Female Achievement and Interest in Science and Scientific Careers" (Marsha Lakes Matyas); "Sex Segregation in the Workplace" (Barbara F. Reskin); "The Sex Gap in Pay" (Paula England); "Possibilities and Limits of the Comparable Worth Movement" (Linda M. Blum); "Race, Class, Gender, and Women's Works: A Conceptual Framework" (Teresa L. Amott, Julie A. Matthaei); "'I Need a (Traditional) Wife!': Employment-Family Conflicts" (Janet Saltzman Chafetz); "Women in Dual-Career Marriages" (Wayne Carlisle); "Combining Work and Motherhood" (Kathleen Gerson); "Sex-Role Spillover: Personal, Familial, and Organizational Roles" (Rita Mae Kelly); "Dysfunctional Communication Patterns in the Workplace: Closing the Gap between Women and Men" (Kathleen Kelley Reardon); "Women's Ways of Leading" (Sally Hegelsen); "Women in Management: Power and Powerlessness" (Nina L. Colwill); "Removing Macho Management: Lessons from the Field of Education" (Marian Court); "The Glass Ceiling" (The Federal Glass Ceiling Commission); "Black Professional Women: Job Ceilings and Employment Sectors" (Elizabeth Higginbotham); "'Now That We Are Here': Discrimination, Disparagement, and Harassment at Work and the Experience of Women Lawyers" (Janet Rosenberg, Harry Perlstadt, William R.F. Phillips); "Men's Accommodations to Women Entering a Nontraditional Occupation: A Case of Rapid Transit Operatives" (Marian Swerdlow); "'We've Got One of Those': The Peripheral Status of Women in Male-Dominated Industries" (Yvonne Corcoran-Nantes, Ken Roberts); "How Women Reshape the Prison Guard Role" (Lynn Zimmer); "'Between a Rock and a Hard Place': Racial, Ethnic, and Class Inequalities in Women's Professional Nursing Occupations" (Nona Y. Glazer); "Gender and the Formation of a Women's Profession: The Case of Public School Teaching" (Jo Anne Preston); "Dilemmas of Organizing Women Office Workers" (Joan Keller Burton); "Waitering/Waitressing: Engendering the Work of Table Servers" (Elaine J. Hall); "Chicanas Modernize Domestic Service" (Mary Romero); and "Women in Direct Sales: A Comparison of Mary Kay and Amway Sales Workers" (Maureen Connelly, Patricia Rhoton). (MN)

ED 419 188 CG 028 424

Steward, Robbie J.; Neil, Douglas; Jo, Hanik; Hill, Martin; Baden, Amanda
White Counselor Trainees: Is there Multicultural Counseling Competence without Formal Training?
PUB DATE- 98
NOTE- 19p.; Paper presented at the American Counseling Association World (Indianapolis, IN, March 28-April 1, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Counseling; *Counseling Effectiveness; Counselor Client Relationship; *Counselor Training; *Cultural Pluralism; Higher Education; Microcounseling; *Multicultural Education; Skills; Whites
IDENTIFIERS- *Client Attitudes; *Counselor Effectiveness

Recent research has produced ambiguous results as to whether traditional training in multicultural development, awareness, knowledge, and skills is necessary to produce counseling competence. To explore this question, a study of multicultural counseling competence prior to multicultural counseling training is reported here. For the study, a content analysis of the counseling transcripts of 25 White, masters level counselor trainees who counseled an African American male client was performed. The results indicate that when effective use of all other microcounseling skills was controlled for, trainees that more effectively used directives and/or reframe statements were perceived to be the most competent by the client, significantly predicting his perceptions of counseling effectiveness and his willingness to return to counseling. In each of the cases of counselors' use of directives and reframing statements, the issue of race was initiated by the counselor as a possible explanation for the client's experience. Results of focus group discussions, in which counselor trainees that generated reasons for White counselors' willingness to consider race as a possible explanation when some did not, are presented. (MKA)

ED 419 189 CG 028 426

McIntyre, Teresa Mendonca; Figueiredo, Barbara
Interpersonal and Attitudinal Factors in Women's Work Role: Cross-Cultural Comparison.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; *Attitudes; *Cross Cultural Studies; Cultural Differences; *Employed Women; Foreign Countries; Homemakers; *Interpersonal Relationship; Nontraditional Occupations; Role Perception; Sex Stereotypes
IDENTIFIERS- *Portugal; *United States

The last four decades have seen a dramatic increase in the number of women entering employment. This is particularly true in Europe and although more European women are working outside the home, the patterns of female employment have changed very little. An analysis of these patterns is presented. It was found that women continue to dominate specific fields,

ED 419 208 CG 028 468

Violent and Repeat Juvenile Offender Act of 1997. Report of the Committee on the Judiciary, United States Senate, Together with Additional, Minority and Supplemental Views To Accompany S. 10.
PUB DATE- 97
NOTE- 411p.; Calendar No. 210.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; Child Welfare; *Children; Crime; *Delinquency; *Juvenile Justice; *Legislation; *Prevention; Sexual Abuse; *Violence
IDENTIFIERS- Congress 105th; Proposed Legislation

Finding that violent crimes perpetrated by juvenile offenders has increased dramatically in this century, the Committee on the Judiciary recommended and forwarded this bill for enaction by the Senate. The bill revises federal court procedures, addresses the problem of violent crime and controlled substance offenses by youth gangs, and encourages states to adopt policies "to ensure that the victims of violent crimes committed by juveniles receive the same level of justice as do victims of...adults." Title I reforms the procedures by which juveniles who commit federal crimes are prosecuted and punished. Title II deals with juvenile gangs. Title III amends and reauthorizes the Juvenile Justice and Delinquency Prevention Act of 1974 to provide block grants to states for effective youth crime control and accountability. Title IV provides seed money for Boys and Girls Clubs in distressed areas. Title V contains definitions and authorizations regarding miscellaneous offenses including carjacking, firearms safety, use of prison labor for data entry, hate crimes and child exploitation. Legislative history; minority, additional, and supplemental views; and cost estimates are included. (EMK)

ED 419 209 CG 028 472

Sandler, Martin E.
Career Decision-Making Self-Efficacy and an Integrated Model of Student Persistence.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Career Counseling; College Students; *Decision Making; Financial Problems; Grade Point Average; Higher Education; Models; *Nontraditional Students; Questionnaires; *Self Efficacy; Social Integration; Student Attrition; Student Characteristics; Student Surveys
IDENTIFIERS- Commitment

In response to the extraordinarily diverse adult population in college today, a new structural equation model adapted from Cabrera et al. (1993) integrated model of student retention was identified with the addition of two variables: career decision-making self-efficacy (CDMSE) and financial difficulty. The study examined the persistence/attrition decisions and behavior of 937 nontraditional students 24 years of age or older studying in two-year and four-year degree programs at an urban private research doctoral institution. Twenty-two variables

ED 419 227   CS 013 196

Liebling, Cheryl Rappaport
In the Beginning: Helping All Children Achieve Early Literacy.
SPONS. AGENCY- New York Technical Assistance Center, New York, NY.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Early Childhood Education; *Emergent Literacy; *Reading Instruction; Standards; Student Evaluation; *Writing Instruction; Written Language
IDENTIFIERS- Balanced Reading Instruction

Noting an emerging consensus of opinion on the need for balance in early literacy instruction, this paper examines three overlapping phases of early literacy: novice (ages 5-7; prekindergarten, kindergarten, and grade 1); beginning (ages 6-8, kindergarten-grade 2); and advanced beginning (ages 7-9, grades 1-3). The first section describes young children's developing knowledge of written language during the progression from novice to advanced beginning literacy. Given this foundation, the second section describes the elements of balanced early literacy instruction and offers a set of indicators that educators can use to evaluate the extent to which the classroom early literacy program is balanced. The final section suggests several alternatives for adopting, adapting, or designing a core early literacy program. The paper concludes by noting that regardless of the option that is selected, it is important for every district to align its early literacy curriculum with state or national standards. It is also important for every school to implement an early literacy curriculum that is consistent with developmentally-sound standards and reflective of data from performance-driven assessments. Contains 76 references and a table listing the indicators of balanced programs; appendixes contain a list of entire-school reform models and a list of English language arts skill- and content-based reform models. (Author/RS)

ED 419 228   CS 013 197

Improving Boys' Literacy: A Survey of Effective Practice in Secondary Schools.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational Change; English Departments; *English Instruction; Foreign Countries; *Literacy; *Males; *Reading Achievement; *Reading Improvement; School Surveys; Secondary Education; Special Needs Students; *Writing Improvement
IDENTIFIERS- *England

Noting that the achievements of boys have been the subject of growing concern in England for a number of years, this booklet indicates some ways to improve the achievement of boys in literacy. The booklet focuses on work in secondary schools and is based on visits to 14 mixed secondary schools in urban,

ED 419 245 CS 216 340

Swilky, Jody; Mahala, Dan
Reinventing Institutional Space: Remapping the Geography of Labor in English Studies.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Educational Change; *English Instruction; English Teachers; Higher Education; Ideology; *Instructional Innovation; *Student Development; *Writing Instruction
IDENTIFIERS- Critical Pedagogy

Discussions of reform in English studies typically focus on ideology. The focus of this paper puts the spotlight on the intended effects of classroom practice on students, on whatever is integral and valuable about the instructors' work as it appears to them. But there is also a geographical context that makes the work mean differently as it circulates beyond classrooms and institutions. English studies functions in multiple spaces: the classroom, professional communities, the home institutions where programs are housed. The utility and growth of English relative to other humanities disciplines is based on its greater effectiveness in providing and assessing "transferable" skills and "basic" cultural knowledge to diverse groups of students. Most majors will work in settings in which their expertise in English has value only non-specifically as a transferable set of knowledges. In some sense, these transferred meanings are present only at a distance, often in spaces where instructors have little influence, namely in the workplaces toward or away from which students are being circulated. One way to address such questions is to theorize them in class, making geographical forces and relationships part of the content of critical pedagogy. The paper questions how many students have changed their choice of career because of new forms of political thinking made available through theory; or, how many have adapted critical theory to fashion new forms of resistance in their professions and workplaces. (NKA)

ED 419 246 CS 216 341

Wakefield, John F.
A Brief History of Textbooks: Where Have We Been All These Years?
PUB DATE- 98
NOTE- 39p.; Paper presented at the Meeting of the Text and Academic Authors (St. Petersburg, FL, June 12-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attitudes; *Educational History; Elementary Secondary Education; Higher Education; Literary Genres; Moral Values; *Textbook Content; Textbook Research; *Textbooks
IDENTIFIERS- *Nineteenth Century; Writing Style

ED 419 265 EA 028 965

Lashway, Larry
Teacher Leadership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Book Reviews; Elementary Secondary Education; Faculty Development; *Leadership; Principals; *Professional Development; *Teachers
IDENTIFIERS- *Teacher Leaders; *Teacher Leadership

Ways in which teachers and principals respond to changing leadership roles and some practical steps that principals can take to support leadership are discussed in this article review. It focuses on five papers that explore educators' roles, offering advice on how to respond to changing expectations. "When is New: A Plan of Action" (A. W. Hart) examines ways that teacher leadership changes the principal's traditional duties. "Awakening the Sleeping Giant: Leadership Development for Teachers" (M. Katzenmeyer and G. Moller) suggests that teacher leadership can play a significant transformative part in K-12 schools, and that such teacher leaders are classroom-centered leaders who concentrate on teaching and learning rather than on organizational "nuts and bolts." "Effects of Teacher Leadership on Their Teaching Practice" (M. N. Ovando) surveyed 25 teachers who revealed that leadership roles demanded time that used to be devoted to planning periods and other free moments. "Supports and Barriers to Teacher Leadership: Reports of Teacher Leaders" (L. F. Zinn) presents research showing that the new leadership role can be difficult for teachers to master and that support is crucial to the process, such as a strong network of colleagues and administrator support. "Teacher Leaders and Their Principals: Exploring the Development of New Working Relationships" (M. A. Smylie and J. Conyers) states that once teachers assume a leadership role, they must redefine their relationship with the principal in order to reduce any role ambiguity. (RJM)

ED 419 266 EA 028 971

Barr, Robert D.; Parrett, William H.
How To Create Alternative, Magnet, and Charter Schools That Work.
PUB DATE- 97
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Charter Schools; *Educational Change; Educational Innovation; Elementary Secondary Education; *Magnet Schools; Models; *Nontraditional Education; School Effectiveness

In the early 1970s, pessimism about public education in the United States was on the rise. To counter this outlook, researchers held a conference to identify public schools that

ED 419 286 EA 029 046

Ziegler, Suzanne
Class Size, Academic Achievement and Public Policy.
PUB DATE- 97
NOTE- 9p.; French language version also available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Class Size; Classroom Environment; Correlation; Elementary Secondary Education; Foreign Countries; *Policy Formation; *Public Policy; School Policy; *Small Classes; Teacher Student Ratio

This report addresses some of the concerns surrounding smaller classes and looks at whether reduced class sizes result in higher achievement levels, and concludes that it in fact does increase student achievement, so long as classes do not exceed 17 students. But many critics question whether the high cost of reducing classes to 17 or fewer students justifies the results. Achievement and cost-efficient comparison are then made between small classes, a combination of methods such as one-to-one tutoring by certified teacher, peer tutoring, and cooperative learning. States, such as California, that have witnessed a decline in student scores, when compared to other states, are eager to implement changes to stop the slide in academic achievement. Research has shown that decreasing class sizes is not the most efficient way of improving achievement, but all approaches have cost implications. (RJM)

ED 419 287 EA 029 048

Sorenson, Dean; Moore, Alan D.
Participation with the Superintendent in Decision Making: A Decade of Rhetoric or Reform?
PUB DATE- 98
NOTE- 17p.; Paper prepared for the Annual Conference for the National Center for the Study of Small/Rural Schools (7th, Arlington, VA, March 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrator Behavior; Educational Trends; Elementary Secondary Education; Leadership Styles; *Participative Decision Making; *School Administration; *Superintendents; *Trend Analysis

For over a decade, numerous educators have espoused the need for increased participation in decision making. Yet, evidence shows that mechanisms intended to broaden access actually result in governance that is little different from traditional, more autocratic management methods. To better understand this phenomenon, an examination of the decentralization of authority and control in the school superintendency of teachers, parents, and students is offered. The paper compares the level of participation provided by school superintendents following a decade of rhetoric about the inclusion and sharing of governance. For the 1996 study, surveys were administered to 120 superintendents randomly selected from three northwestern states. The survey instrument described situations in six general topic categories: business; instruction; personnel relations; student relations; community relations; and noninstructional operations. The findings were compared to a

ED 419 306 EC 306 384

McKinney, James D.; Montague, Marjorie; Hocutt, Anne M.
A Two Year Follow-Up Study of Children at Risk for Developing SED: Implications for Designing Prevention Programs.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Disability Identification; Early Intervention; Elementary School Students; *Emotional Disturbances; Evaluation Methods; Grade 1; *High Risk Students; Kindergarten Children; Predictor Variables; Primary Education; *Student Evaluation; *Test Validity
IDENTIFIERS- *Systematic Screening for Behavior Disorders

This paper discusses the first year results of a screening procedure used to identify 92 kindergarten and first grade children who were at risk of developing serious emotional disturbance (SED), and presents additional data on the predictive validity of the screening procedure one year later. The Systematic Screening for Behavior Disorders (SSBD) is a three-stage, multiple-gated procedure for mass screening to determine whether a child should be referred for psychoeducational evaluation. This study adapted the procedure to assess level of risk status in order to better target instruction, behavioral, and community-based services based on need and applied to a population that is at-risk in general due to a variety of psychosocial factors. Students were ranked by teachers and classified as either low, moderate, or high risk for SED based on the number of gates passed during the screening process. Results from the study indicate the SSBD procedure appears to be well suited as an instrument for the classification of risk status, as well as for screening children who might be referred for evaluation for educational and mental health services. (CR)

ED 419 307 EC 306 390

Anderson, Nancy, Ed.
NCPSE News, 1997-1998.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 14p.; For the 1996-97 issues, see ED 417 519.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accreditation (Institutions); Adapted Physical Education; College Programs; Data Collection; Deafness; *Disabilities; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Preservice Teacher Education; Professional Personnel; *Special Education Teachers; Teacher Certification; Teacher Education; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- Testing Accommodations (Disabilities)

These two newsletter issues address topics in special education teacher preparation. The feature article of the first issue, "Data Sources for Analyzing the Teacher Preparation Pipeline" (Albert A. Paschall), discusses three informational tools used

ED 419 325 EC 306 411

Successful Science: Technology and Support for Students with
Disabilities. NCIP Profiles Series. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Education; Elementary School Science; Hands on Science; Inclusive Schools; Internet; Models; Multimedia Materials; Science Activities; *Science Education; Science Instruction; Staff Development; Teacher Collaboration; Teaching Methods
IDENTIFIERS- IntelliKeys

This videotape recording (20 minutes) and print profile illustrate how educators are using technology to help students with disabilities succeed in science. In the first segment of the video, several elementary classrooms in Cambridge, Massachusetts, are visited where students with and without disabilities carry out inquiry-based science with the support of technology, media, and materials. In the second segment, Project ASSIST is showcased, a model designed to ensure that every student succeeds in inquiry-based science by fostering collaboration among classroom teachers, special education teachers, technology specialists, library media specialists, and science staff development teachers. A brief introduction by Judy Heumann, Assistant Secretary for the Office of Special Education and Rehabilitation Services, sets the context for why this work is both timely and essential. The print profile provides more in-depth information about the technology features in the video and the Project ASSIST model. Technology profiled includes: the Internet; IntelliKeys; digital cameras; inspiration software; CD-ROM multimedia encyclopedias; and projection microscopes. A special section offers guidelines for using the video and print profile in staff development. (CR)

ED 419 326 EC 306 412

Knoblauch, Bernadette
Rights and Responsibilities of Parents of Children with
Disabilities. ERIC Digest #E567.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Decision Making; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Individualized Family Service Plans; Parent Participation; *Parent Responsibility; *Parent Rights; *Parent School Relationship; *Special Education

ED 419 344 EC 306 432

Jensen, Rita A.; Kiley, Therese J.
Teams or Torture?: Creating a Climate for Collaboration.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Disabilities; Early Childhood Education; Early Intervention; *Inclusive Schools; *Integrated Services; *Interdisciplinary Approach; Leadership Training; Parent School Relationship; Professional Development; Program Effectiveness; *Teacher Collaboration; *Teamwork; Therapists

This paper profiles a school-based attempt to provide comprehensive, integrated services to early childhood students with special needs via a collaborative, team approach. In addition to describing an integrated therapy team (ITT) application of the comprehensive, integrated services approach, the report: (1) describes how this ITT attempt affected the students' learning environment and the delivery of services to students with special needs; (2) describes and analyzes the roles that team members, collaborative planning, and leadership skills played in this ITT initiative; (3) identifies variables within the school environment and culture which impeded or facilitated this attempt to provide comprehensive, integrated services to learners with special needs; (4) describes and analyzes the role that professional development played in this ITT initiative; and (5) offers recommendations regarding the collaborative skills and environmental variables essential for successful attempts to provide comprehensive, integrated services to learners with special needs. The seven characteristics of schools which support and facilitate the inclusion of special needs students are discussed, including: a sense of community; leadership, high standards; collaboration and cooperation; changing roles and responsibilities; an array of services; and partnerships with parents. (Contains 39 references.) (Author/CR)

ED 419 345 EC 306 433

Black, John C.
SEA-IHE Collaborative Inservice, Preservice and Mini-Team Personnel Preparation Project for Serving Students with Attention Deficit Disorder: Evaluation Report, Year 3. October 1, 1994-December 31, 1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attention Deficit Disorders; Elementary Secondary Education; Higher Education; *Information Dissemination; Inservice Teacher Education; Parent Education; Preservice Teacher Education; Program Effectiveness; Program Implementation; Skill Development; Teacher Education; Training Methods; Training Objectives; *Workshops

This final report documents the activities of a 3-year, federally funded project designed to train professionals to meet the needs of students with attention deficit disorders (ADD). The project developed, field tested, revised, and disseminated

ED 419 363 EC 306 452

Kliewer, Christopher
Schooling Children with Down Syndrome: Toward an Understanding of Possibility.
PUB DATE- 98
NOTE- 166p.; Foreword by Douglas Biklen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Citizenship; *Disability Discrimination; *Downs Syndrome; *Educational Discrimination; Elementary Secondary Education; *Equal Education; *Inclusive Schools; *Labeling (of Persons); Peer Acceptance; Social Bias; Stereotypes
IDENTIFIERS- *Attitudes toward Disabled

This book draws on findings from a 2-year study that followed ten children with Down syndrome (ages 3-10) across 13 classrooms and accounts of high-school aged students with Down syndrome, in order to provide a detailed picture of schooling, Down syndrome, and disability. Chapter 1 provides an overview of the contrasting cultural images of individuals with Down syndrome, the moral frameworks from which these representations stem, and the way they translate into current educational practices. Chapter 2 outlines the history of community banishment of people with disabilities. Chapter 3 depicts current school segregation of students with Down syndrome and uncovers a commutative law positioning Down syndrome as a primary societal image of mental retardation. Chapter 4 describes inclusive classrooms that resist the cultural devaluation of students with Down syndrome. Chapters 5 and 6 discuss how establishing valued community connections leads students with Down syndrome toward citizenship in "classroom-literate" communities and leads to a reinterpretation of problem behaviors associated with Down syndrome and disability. The concluding chapter discusses the meaning of citizenship in the school lives of students with Down syndrome and calls for the elimination of segregated schooling. (Contains approximately 300 references.) (CR)

ED 419 364 EC 306 453

Peniston, Lorraine C.
Developing Recreation Skills in Persons with Learning Disabilities.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Assistive Devices (for Disabled); Athletics; Children; *Delivery Systems; Etiology; Federal Legislation; Incidence; *Learning Disabilities; *Leisure Education; *Leisure Time; *Recreational Activities; Self Advocacy
IDENTIFIERS- *Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities)

This book provides specific suggestions for ways to make accommodations and modify leisure activities to enable and encourage the participation of individuals with learning

ED 419 385 FL 025 184

Short, Deborah, J.
Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Acculturation; *English (Second Language); *Immigrants; Secondary Education; *Secondary School Students; Student Characteristics; Student Evaluation; *Student Needs
IDENTIFIERS- ERIC Digests

School districts across the country are facing increasing numbers of secondary immigrant students who have low level English or native language skills, and in many cases, have had limited formal education in their native countries. These students must learn English, take the required content courses, and catch up to their native-English-speaking peers before high school graduation. How are schools meeting the needs of these students, many of whom are placed below the expected grade level for their age? This digest reports on data collected through a study of secondary newcomer programs, sponsored by the Office of Educational Research and Improvement as part of the Center for Education, Diversity, & Excellence. It answers the following questions: (1) "Who are the newcomer students?"; (2) "Where are the programs located?"; (3) "How are newcomer programs designed?"; (4) "How do newcomer programs address students' language learning and academic needs?"; (5) "How do newcomer programs address students' acculturation process?"; and (6) "How do newcomer students make the transition out of the program?"

ED 419 386 FL 025 193

Suleiman, Mahmoud F.
A Multicultural Approach for Empowerment in Language Arts Classrooms.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Higher Education; *Intercultural Communication; *Language Arts; *Language Minorities; *Multicultural Education; Teacher Education

It is argued that the increasing linguistic and cultural diversity in public schools requires teachers to be more sensitive to how children maintain effective cross-cultural communication, and be aware of barriers that affect interaction in culturally diverse classrooms. Sociocultural factors that shape the perspectives of all students should be considered in language arts programs. The work of a number of researchers

ED 419 407 FL 025 250

Diamond, Kathleen K.
Computer Assisted Language Learning: A Shortcut to Proficiency?
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Students; *Computer Assisted Instruction; Computer Software; *Courseware; Higher Education; *Instructional Effectiveness; Instructional Material Evaluation; Instructional Materials; Language Proficiency; Language Teachers; Second Language Instruction; Second Language Learning; Second Language Programs; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Computer Assisted Language Learning; *EXITO

A study investigated the attitudes of language program students, teachers, and administrators concerning the effectiveness of Computer-Assisted Language Learning (CALL) instruction for adults, and specifically concerning EXITO courseware, a Spanish language program developed by the Central Intelligence Agency. Interviews with an adult language student who is an officer in a federal agency, a courseware evaluator, a corporate human resources officer, and a college language teacher explored individual experiences with CALL in general and the EXITO program in particular, focusing on whether language instruction can be effectively transferred to technology, the role of human interaction in language learning, and whether CALL is more sustainable than most language teaching approaches because of its multimedia nature. It is concluded that CALL's effectiveness can be enhanced by development of pedagogically-based courseware, integration of courseware into existing curricula, investment in teacher training, balancing live instruction and CALL, and recognition of the importance of the human element in all forms of training. (Contains 6 references.) (MSE)

ED 419 408 FL 025 251

Kyle, John, Ed.; Khym, Hangyoo, Ed.; Kookiattikoon, Supath, Ed.
Studies in Native American Languages 9.
PUB DATE- 97
NOTE- 70p.; For individual papers, see FL 025 252-255.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *American Indian Languages; Contrastive Linguistics; *Grammar; *Language Patterns; *Language Research; *Linguistic Theory; Salish; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Bella Coola; *Clauses; Karaja; Kootenai

Four papers on Native American languages include these: "Reduplicated Numerals in Salish" (Gregory D. S. Anderson), which analyzes these patterns in Salish and compares them with other Salish languages; "Unitariness and Partial Identification in the Bella Coola Middle Voice" (David Beck), which argues for a single morpheme, instead of several, for one suffix and calls it a marker of a special case of middle voice; "Obviation Across Clause Boundaries in Kutenai" (Matthew S. Dryer), an analysis of restrictions across clause boundaries within sentences that require that the proximate be higher in the sentence than proximate nominals; and "Verb Agreement and the

ED 419 429 FL 801 225

Longo, Paul J.; Donahue, Veronica
Amplifying the Health Literacy of Migrant Farmworkers.
SPONS. AGENCY- Department of Education, Washington, DC.; Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Communication Problems; *Community Health Services; Cultural Context; Cultural Traits; Daily Living Skills; Decision Making; *Health Promotion; Help Seeking; *Hispanic Americans; Interpersonal Communication; Intervention; Language Role; *Limited English Speaking; *Migrant Workers; *Outreach Programs; Physician Patient Relationship; Public Health; Rural Areas
IDENTIFIERS- *Virginia (Nelson County)

A study was undertaken to identify and describe some of the obstacles, especially sociolinguistic, that stand between Hispanic communities in rural Nelson County, Virginia and appropriate health care, so the barriers can be minimized through provision of culturally sensitive outreach services and health-literacy programming. The target population consists of seasonal and migrant farm workers and family members, mostly aged 25-44 years and with an average of 5.5 years of school and chronic barriers to continued schooling and English language instruction. Individuals (n=approximately 100) were surveyed concerning their decisions, when ill, not to go to a doctor or to delay going to a doctor. The survey also investigated whether limited-English-speaking individuals would judge certain situations in the medical encounter as more difficult to negotiate verbally than others. These include making appointments by telephone, making appointments in person, registering and giving personal and insurance information, talking with nurses, talking with doctors, and checking out and paying. Results are analyzed and recommendations made for further research and action. The survey forms, in Spanish and English, and tabulated results are appended. Contains 33 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 419 430 FL 801 226

Pinga, Estella; Della Costa, Diane
Reading, Writing, and Computering.
PUB DATE- 97
NOTE- 59p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Classroom Techniques; Computer Assisted Instruction; Computer Centers; *Computer Literacy; Hospitality Occupations; *Hotels; *Industrial Training; Instructional Materials; *Literacy Education; Multilevel Classes (Second Language Instruction); Program Descriptions; *Reading Instruction; Second Language Instruction; *Vocational English (Second Language); Word Processing; Writing Instruction

ED 419 449 HE 031 221

Data Book.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; College Faculty; College Students; Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Graduate Study; Graduation; *Postsecondary Education; Private Schools; Proprietary Schools; School Holding Power; State Aid; State Universities; *Statistical Data; Student Financial Aid; Tables (Data); Tuition
IDENTIFIERS- *Maryland

This collection of 33 tables provides data on various aspects of higher education in Maryland. The first table provides comparative statistics for Maryland and the country at large in the areas of educational achievement, composite SAT scores (1997), enrollment, campus mix in enrollment, degrees conferred, average resident undergraduate tuition and fees, four-year change in state funding for higher education, and average salaries of full-time faculty. Most of the tables detailing Maryland data are based on the academic year 1995-96, although some figures are for fall 1997 or fiscal year 1997. Tables are grouped as follows: (1) students, (2) retention and graduation, (3) degrees, (4) faculty, (5) revenues and expenditures, (6) tuition and fees, (7) financial aid, and (8) private career schools. Examples of included tables are: students in core and non-core curricula needing remediation in college, undergraduate enrollment, graduate and professional enrollment, enrollment by race and gender, retention and graduation by race at Maryland public four-year institutions, community college success rates, degrees by institution and major program, full- and part-time faculty, revenues and expenditures of community colleges and public four-year colleges, undergraduate tuition and fees, Maryland financial aid program expenditures, and enrollment at private career schools. (DB)

ED 419 450 HE 031 222

Mumper, Michael
Removing College Price Barriers: What Government Has Done and Why It Hasn't Worked. SUNY Series, Social Context of Education.
PUB DATE- 96
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Educational Finance; *Financial Support; *Government Role; Government School Relationship; Higher Education; Paying for College; Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- Pell Grant Program

This book examines the failure of government efforts to keep college affordable as the real price of higher education has increased rapidly in recent years. Chapter 1 reviews the benefits resulting from a college education. Chapter 2 examines the forces causing college price increases since 1980. Chapter 3 shows the differential impact that changes in college affordability has had on different income groups. Chapter 4

ED 419 469 HE 031 246

Valuing Diversity: Student Perceptions of Campus Climate in the Oregon State System of Higher Education.
SPONS. AGENCY- Oregon State Board of Higher Education, Salem.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Diversity (Student); *Educational Environment; Ethnic Groups; Extracurricular Activities; Higher Education; Racial Factors; State Colleges; State Universities; *Student Attitudes; Student Financial Aid; Student Participation; Student Surveys
IDENTIFIERS- African Americans; *Oregon State System of Higher Education

This report presents results of a campus climate survey which focused on student perceptions of issues related to race and ethnicity on campuses in the Oregon State System of Higher Education (OSSHE). Following a literature search and questionnaire development, questionnaires were mailed to 5,989 randomly selected students at all seven OSSHE campuses. Analysis of the 2,296 returned questionnaires indicated that: (1) financial aid was a concern for all groups of students, with significant differences among ethnic/racial groups regarding the amount and sources of aid or financial support received; (2) although students reported generally low levels of participation in extracurricular events or ethnic/cultural events, 73 percent said they would feel welcome at such events though 2.7 percent reported feeling rejected; (3) enrollment in diversity-related courses was widespread among all groups (43 percent), with African-American students the most likely to have enrolled in such courses; (4) racial/ethnic diversity was generally viewed as a positive value and experience by students of all groups although there were differences among groups on the value of affirmative action. Implications for policymakers in Oregon are drawn. The questionnaire is appended. (Contains 66 references.)(DB)

ED 419 470 HE 031 247

Student Racial/Ethnic Diversity in the Oregon State System of Higher Education.
SPONS. AGENCY- Oregon State Board of Higher Education, Salem.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; American Indians; Asian Americans; *College Students; *Diversity (Student); *Enrollment Trends; *Ethnic Groups; Graduate Study; Graduation; Higher Education; Racial Factors; *School Demography; School Holding Power; State Colleges; State Universities; Statistical Data; Time to Degree; Trend Analysis; Undergraduate Study
IDENTIFIERS- African Americans; *Oregon State System of Higher Education

This report presents fall 1996 data on enrollment distribution by racial/ethnic group in the Oregon State System of Higher Education (OSSHE). It finds that, in most categories, the OSSHE distribution is comparable to the distribution among public high school graduates and to the Oregon population overall.

ED 419 488 IR 018 898

Wedemeyer, Dan J., Ed.; Nickelson, Richard, Ed.
Pacific Telecommunications Council Annual Conference Proceedings (20th, Honolulu, Hawaii, January 11-14, 1998).
PUB DATE- 98
NOTE- 860p.
LANGUAGE- English
EDRS Price- MF05/PC35 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications Satellites; Computer Mediated Communication; *Computer Networks; Developing Nations; Distance Education; Electronic Libraries; Foreign Countries; *Information Networks; *Information Services; Information Sources; *Information Technology; Multimedia Materials; Policy Formation; Satellites (Aerospace); Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- Digital Technology; *Pacific Region; *United States

This volume comprises the papers presented at the 1998 conference of the Pacific Telecommunications Council. This PTC'98 gathering focused on "Coping with Convergence." These 20th anniversary conference proceedings present at least one contribution on 59 countries and territories. The 120 papers in this volume are arranged chronologically, according to date of presentation. Topics covered in the papers include: total quality management; rural telecommunications; information policies; satellite/wireless communications; global fiber optic systems; national information infrastructure; regulations; universal services; access and interconnection; convergence in the workplace; Asynchronous Transmission (ATM)-based telemedicine; Internet Roaming; cellular mobile phones; deregulations/regulations; information cities; global searching; microwave radio links; service management; cable television and telephony; convergence of industries and services; information futures; competition; virtual classrooms; privatization; undersea cable developments; distance education; digital video; Internet industries; coding schemes; security; electronic government; voice mail services; and scrambling. Subject, country, and author indexes are included. (AEF)

ED 419 489 IR 018 899

McCarty, Steve
Voluntaristic Online Education and the Future with Japan.
PUB DATE- 98
NOTE- 13p.; Keynote address of the Teaching in the Community Colleges Online Conference (3rd, Honolulu, HI, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Mediated Communication; Computer Oriented Programs; Computer Uses in Education; Computers; Cultural Differences; Educational Technology; Foreign Countries; *Futures (of Society); Inservice Education; International Communication; *Internet; Nontraditional Education; *Online Systems; World Wide Web
IDENTIFIERS- Computer Use; *Japan; Search Engines

This keynote address discusses the need for a new worldwide association for online education or, a congress of existing associations concerned with the Internet and education. The linguistic and cultural distance between Japan and Western countries is so great that mutual understanding can only be a matter of degree. Japanese language search engines and

ED 419 509 IR 019 130

Handler, Marianne G.; Dana, Ann S.
Hypermedia as a Student Tool: A Guide for Teachers. Second Edition.
PUB DATE- 98
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Computer Software Development; *Computer Uses in Education; *Cooperative Learning; Educational Technology; Elementary Secondary Education; *Hypermedia; Learning Activities; Material Development; Multimedia Materials; *Student Developed Materials; Teaching Guides; Teaching Methods

This book provides a framework for offering students ways to share information with a real audience and is intended to assist teachers in operating hypermedia software and in using instructional strategies and learning environments that provide opportunities for student collaboration. The curriculum ideas presented in this book have been developed by real teachers and are divided according to subject in the first section (language arts, mathematics, science, social studies, visual literacy, hypermedia and the World Wide Web). In the second section, student directions are provided for hypermedia software for each of the computers used in schools: HyperStudio for the Apple IIGS, the Macintosh, and Windows; HyperCard and Digital Chisel:HTML for the Macintosh; and SuperLink and Multimedia ScrapBook for the IBM and compatibles. Assessment forms to evaluate hypermedia projects, planning forms, and materials referred to in the lessons are appended. This resource is intended for grades 1-9. (Contains a list of references and resources and an index.) (AEF)

ED 419 510 IR 019 131

Szostak, David
Meaningful Integration of Technology into the Middle School Social Studies Classroom.
PUB DATE- 98
NOTE- 58p.; Master's Research Paper, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Educational Planning; *Educational Technology; Grade 6; Instructional Design; *Instructional Development; Intermediate Grades; Lesson Plans; Middle Schools; Program Development; *Social Studies; *Student Developed Materials; *Student Projects
IDENTIFIERS- Electronic Resources; *Technology Integration

This paper describes a computer integration project implemented with two sixth-grade social studies classes. First it outlines and discusses the following goals: (1) integrate technology meaningfully into the classroom setting; (2) supplement the existing social studies curriculum; (3) enable students to learn to use computers responsibly; and (4) provide students with opportunities to gain computer skills. Next, the planning phases are discussed, which include: (1) looking at the curriculum requirements and deciding on the subject matter; (2)

ED 419 530 IR 019 154

Wolcott, Linda L.
Faculty Issues Pertaining to Institutional Support and Reward Practices in Distance Education.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Copyrights; *Distance Education; Educational Policy; *Educational Practices; Faculty Development; Higher Education; Instructional Innovation; Motivation; Participation; Program Development; *Rewards

This paper presents an overview of eight issues that are central to the discussion of distance education and its relationship to institutional support and reward systems. Each section provides a brief description of the issue and a summary of what is currently known about reward practices and policies in distance education. The issues discussed are: participation; motivation; workload; compensation; incentives; rewards; recognition; copyright; and intellectual property. The paper concludes that institutions should work to: (1) identify and provide a wider range of incentives that can lead to greater satisfaction and job performance among faculty involved in classroom innovations and outreach activities; (2) reduce barriers, both real and perceived, that many hinder participation in activities that promote the values and goals of both the institution and the academic unit; (3) create faculty development programs that provide incentives and rewards which appeal to intrinsic motives, accommodate different career paths, and match developmental stages of motivation; (4) provide instructional support programs; (5) develop criteria to equitable determine flexible workloads and adequate compensation for outreach teaching and alternative modes of instructional delivery; (6) align rewards with institutional values and priorities so that rewards reflect role expectations and faculty contributions to all facets of the institution's mission are valued and appropriately credited; and (7) establish copyright policies that accommodate changing patterns in information access and dissemination and that protect both institutional interests and the intellectual property of faculty. (AEF)

ED 419 531 IR 019 155

Braswell, Ray
The Use of Telecommunications by Preservice Teachers and Their University Supervisors.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Mediated Communication; *Electronic Mail; Higher Education; Information Technology;

diminish) and more pursuit of personal learning projects in contrast to acquiring goods. More research is needed to determine the effect of these trends on the economy, especially as the population ages. (Contains 69 references.) (KC)

ED 419 079 CE 075 174

McKeon, Christine A.
Health Care Communication with Low Literate Patients.
PUB DATE- 96
NOTE- 6p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Functional Literacy; Health Personnel; Literacy Education; *Medical Services; *Patient Education; Patients; *Physician Patient Relationship; Reading Materials; *Reading Processes; Reading Skills; *Reading Strategies

Low literate patients face difficulties when they read health care information. The complex process of reading can be summarized in five steps: input, decoding, encoding, output, and feedback. Each occurs automatically for the fluent reader; the low literate reader might encounter stumbling blocks in one or more of the steps. Once the patient has the written material in hand, the senses--visual, auditory, and tactile modes--become involved. The health care professional should be aware of the sensory input level of the patient, which may impede the desired communication. Once the input step occurs, decoding or the word recognition stage begins. A dilemma for many low literate people is a lack of strategies for recognizing words. The alert health care professional might ask the patient to point out words recognized on a brochure or explain a brochure verbally and circle important words. A key to the next step, encoding or comprehending the information, is to help patients access prior and personal knowledge about the new health concept. Strategies include the following: K-W-L or "What I Know, What I Want To Know, and What Have I Learned"; graphical organization of the information; and guided discussion. The next stage, output, typically involves oral or silent reading and is less important with low literate readers than the previous stage. The crucial feedback stage involves thinking about new information and knowing when one understands and when one does not. The sensitive health care professional can help the patient by thinking aloud. (Contains 10 references.) (YLB)

ED 419 080 CE 075 898

Tips on Finding and Getting a Job...Searching for, Writing a Resume, and Interviewing. ICPAC Information Series.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Employment Interviews; Employment Qualifications; Job Applicants; Job Application; *Job Search Methods; Personnel

depending on how the gap is measured, no matter how they are measured, women's earnings are below those received by men in 97% of the occupations for which data are available. Since 1979, women's earnings have been climbing when compared with men's earnings, gaining steeply during the 1980s. Differences emerge when different age and racial groups are considered, however. After the recession in the early 1990s, however, women's labor force participation rate stalled for about 3 years. During that same period, the trend toward closing of the wage gap slowed. The reasons for the slowdown in the earnings ratio climb remain unclear. Research has identified a number of possible causes for differences in women's and men's earnings: women's continued clustering in certain occupations; young women's choice of school major and career; women's generally fewer years of participation in the work force and resultant lack of seniority; and sex discrimination. Some of these causes could be addressed by, for example, increasing women's time in the work force and providing child care benefits, flextime, and family leave policies by employers. Of particular interest to educators is Figure 5: "Earnings and Education by Sex/Race/Ethnic Type, 1997." This graph shows 1997 average weekly earnings data for full-time wage and salary workers by the level of education received, for different gender and race groups. The graph shows that as education increases, earnings also rise dramatically (particularly for young women), through the doctoral degree. (MN)

ED 419 099   CE 076 359

Giordano, Gerard
Literacy Programs for Adults with Developmental Disabilities.
PUB DATE- 96
NOTE- 343p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Books; Childrens Literature; Classroom Techniques; Computer Assisted Instruction; Computer Uses in Education; *Developmental Disabilities; Educational Practices; Functional Literacy; Informal Reading Inventories; *Literacy Education; Multicultural Education; Program Development; Program Implementation; Psychoeducational Methods; Reading Diagnosis; *Reading Instruction; Reading Skills; Severe Mental Retardation; Skill Development; *Special Education; Student Evaluation; Systems Approach; Teaching Methods; Transitional Programs; Whole Language Approach

This book is a systematic exploration of literacy programs for adults with developmental disabilities. The following are among the topics discussed: issues in adult literacy (multicultural issues, combining literacy instruction with transition, and assessment of adult literacy); the developmental basis for adult literacy education (postformal cognition, the Birren hypothesis, and educational implications); diagnosing adult literacy (test biases reduction, background information, error analysis, assessment of functional reading, and portfolio assessment); literacy instruction for adults with developmental disabilities (six approaches; personality, cognitive traits, and group traits); computer-assisted literacy programs; skills-based programs; whole language programs; psychoeducational programs; programs that use children's materials; functional reading programs; multicultural issues (cultural diversity, linguistic diversity, and literacy activities for multicultural learners); literacy and transition; and literacy programs for project year, more than 1,000 adult educators, volunteer tutors, and professionals interested in learning differences participated in 80 training sessions, and all received the newsletter and the toll-free number to use. Training topics included the following: characteristics of learning differences; screening of information processing; assessment of learning problems; teaching reading, writing, and mathematics; multilevel classroom techniques; employment and learning problems; learning problems and English as a second language; study skills differences; test anxiety; techniques for teaching adults who learn differently; and avoidance activities and learning styles. Ninety-five percent of the participants rated the training as excellent or very good, and an external evaluator determined that the project met its goals and objectives and was well received by adult educators in Pennsylvania. (A sample copy of the newsletter is appended to the report.) (KC)

ED 419 118 CE 076 389

Molek, Carol
Summer Institute: New Teacher Orientation. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; *Beginning Teachers; *Inservice Teacher Education; *Institutes (Training Programs); *Literacy Education; *Summer Programs; Workshops
IDENTIFIERS- Pennsylvania; 353 Project

A project was conducted to develop a summer institute for new (up to 2 years' experience) adult education teachers in Pennsylvania. During the first phase of the project, the institute was designed as a 3-day intensive training session consisting of 14 workshops (most presented twice), and teachers were recruited. The second phase of the project was conducting the institute itself, in August 1996, for approximately 100 adult education practitioners. These practitioners left the institute with a theoretical foundation and practical tools to take to their classrooms. The final phase of the project, extending through the next school year, included the following: evaluation, follow-up, additional training through the state's professional development centers, and creation of a final report that included all materials produced during the year. Follow-up showed that teachers were applying what they had learned at the institute in their classrooms. Project evaluation showed that the New Teachers Institute can be a successful model for orientation for other states' adult education teachers. (Attachments to the report include the following project documents: Institute program, evaluation form, and presenter biographies.) (KC)

ED 419 119 CE 076 390

Burrows, Debra G.
Summer Institute: Technology II. 1996-1997 Special 353 Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97

"Work in Transition: Trends and Implications" (Stephen A. Bernhardt, Bruce W. Farmer); "Technology, Education, and Workplaces of the Future: A Parent's View" (Patricia Sullivan); "Beyond Basics: Workplace Skills in the New Manufacturing Environment" (Sally K. Robinson); "Technical and Political Literacy: Training and Communicating in the Nuclear Power Industry" (Carolyn Boiarsky, Sarah Liggett); "Literacy Practices in the Healthcare Industry: The Challenge for Teachers" (Paul R. Meyer, Patricia Teel Bates); "Workers at Risk: or, How You Read and Write Might Save Your Life" (Beverly Sauer); "Transferring Writing Knowledge to the Workplace: Are We on Track?" (Anne Beaufort); "Adjusting School Writing Curricula To Reflect Expanded Workplace Writing" (Larry Mikulecky); "Tech Prep Concepts and the English Classroom: All Students Must Be Work-Ready" (Gregory Johnson, Robert Taylor); "Secondary Technical Communication: Moving beyond Vocational English" (Mary Helen Steinauer, Janet Hyden); "Workplace Literacy and the Two-Year College: Democratic Vistas" (Katherine E. Staples, Pamela S. Ecker); "Preparing All Students for the New Workplace Literacy: Avenues for English Instruction in High Schools and Colleges" (David A. Jolliffe); "Creating Partnerships for Literacy in the College Workplace" (Libby Falk Jones); "The Oregon Initiative: Pursuing America's Choice for High Skill Schooling" (Del Schalock, Joyce M. Reinke); "Partnerships: Intellectual and Institutional Relationships between Education and Business" (Jeanne Marcum Gerlach, Dwane Kingery); and "Forging New Partnerships: Exemplary Business/School Coalitions" (Helen Constantinides, Mary Sue Garay). The book contains a contributors list and index. (YLB)

ED 419 136 CE 076 418

Nijhof, Wim J., Ed.; Streumer, Jan N., Ed.
Key Qualifications in Work and Education.
PUB DATE- 98
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Competency Based Education; Curriculum Design; Developed Nations; *Education Work Relationship; Educational Certificates; Educational Finance; Employer Attitudes; Employment Qualifications; Foreign Countries; General Education; Job Analysis; *Job Skills; *Labor Force Development; Labor Market; *Occupational Information; Postsecondary Education; Secondary Education; Standards; *Student Certification; Vocational Education
IDENTIFIERS- England; Germany; Netherlands; United States

This book contains the following chapters: "The Demarcation Issue: Introduction" (Wim J. Nijhof, Jan N. Streumer); "Qualifying for the Future" (Wim J. Nijhof); "The Many Meanings of Occupational Competence and Qualification" (Per-Erik Ellstroem); "Qualification and Labour Markets: Institutionalisation and Individualisation" (Ben Hoevels); "The German 'Berufsprinzip' as a Model for Regulating Training Content and Qualification Standards" (Jochen Reuling); "The Demarcation Line in Funding for School-Based Vocational Education and Training in the United States" (George Copa); "A Converging System? Explaining Difference in the Academic and Vocational Tracks in England" (Tim Oates); "New Structures and New Contents in Dutch Vocational Education" (Jeroen Onstenk); "General versus Vocational Education--Demarcation and Integration" (Frank Achtenhagen); "Occupational Standards and

Relationship; Trend Analysis
IDENTIFIERS- *Europe; *United States

This book contains 11 papers based on presentations at a 1994 conference held in Marbach, Germany, and a 1995 conference in Geneva, Switzerland, focusing on frontiers in the education of young adolescents in European countries and the United States. The following papers are included: "Foreword" (Klaus J. Jacobs); "Meeting the Essential Requirements for Healthy Adolescent Development in a Transforming World" (David A. Hamburg); "Adapting Educational Systems to Young Adolescents and New Conditions" (Anthony W. Jackson); "The Impact of School Reform for the Middle Grades: A Longitudinal Study of a Network Engaged in 'Turning Points'-based Comprehensive School Transformation" (Robert Felner, et al.); "Schooling for the Middle Years: Developments in Europe" (Donald Hirsch); "The Role of the School in Comprehensive Health Promotion" (Klaus Hurrelmann, Andreas Klocke); "Education for Healthy Futures: Health Promotion and Life Skills Training" (Beatrix A. Hamburg); "HUMBIO: Stanford University's Human Biology Curriculum for the Middle Grades" (H. Craig Heller, Mary L. Kiely); "Education for Living in Pluriethnic Societies" (Eugeen Roosens); "The Economics of Education and Training in the Face of Changing Production and Employment Structures" (written by Henri Nadel and translated by Miriam Rosen); "School-to-Work Processes in the United States" (Ray Marshall); and "Finding Common Ground: Implications for Policies in Europe and the United States" (Ruby Takanishi). Name and subject indexes are included. (MN)

ED 419 154 CE 076 451

Steinberg, Adria
Real Learning, Real Work. School-to-Work as High School Reform. Transforming Teaching Series.
PUB DATE- 98
NOTE- 198p.; Transforming Teaching Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Education; Case Studies; Change Strategies; Comparative Analysis; Credits; *Education Work Relationship; *Educational Change; Educational Needs; *Educational Objectives; Educational Practices; Educational Principles; Experiential Learning; High Schools; Humanities Instruction; *Integrated Curriculum; Noncollege Bound Students; Partnerships in Education; Program Design; Program Development; Public Service; Relevance (Education); School Business Relationship; Science Instruction; *Service Learning; Teacher Education; Teacher Role; Vocational Education; *Work Experience Programs

This book examines and illustrates the process of transforming school-to-work into real learning for real work. In chapter 1, guidelines are presented for designing project-based learning programs that are both academically rigorous and grounded in community and workplace realities, and the attempts of three very different high schools to develop project-based school-to-work programs are described. Chapter 2 focuses on programs bridging the gap between classroom learning and community life. Learning experiences and opportunities that are now being created by school-to-work programs, including work-based education programs, internships, senior projects, field studies, and career exploration programs, are described in chapter 3. Chapter 4 (Margaret Vickers) explores ways of building students' understanding of science through work-based learning, and chapter 5 (Robert C. Riordan) profiles four

ED 419 171 CE 076 484

Alt, Merilyn; Beatty, Dianne
An Inclusive ACE. Broadening Participation in Adult and Community Education.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Community Education; Educational Needs; Educational Research; Foreign Countries; *Government Role; *Learning Motivation; Lifelong Learning; Needs Assessment; *Participant Characteristics; *Participation; State Government; Student Motivation
IDENTIFIERS- *Australia

A project identified strategies to increase participation by community members who traditionally have not used adult and community education (ACE) in Australia. Methodology included a focus group, literature research, and interviews with 70 people. Government-supported ACE was seen as having a broad role in supporting lifelong learning. ACE participants were more likely than the community as a whole to be female, be between the ages of 35-54, speak English at home, and have a post-school qualification. Literature on barriers to ACE participation identified five major types of barriers: cultural and social, perceiving learning as irrelevant, personal and psychological factors, structural, and material; survey respondents' understanding of barriers was consistent. System-wide strategies for broadening participation were identified: establishment of central or regional ACE support structures; state and territorial government support of intersectoral cooperative and collaborative arrangements; funding incentives; and greater promotion. Provider strategies for broadening participation were identified: identifying learning needs, reflecting the community, assisting learners to learn, building on ACE's strengths, and working with other providers. Three major options for broadening participation emerged: facilitating learning, building on ACE's strengths, and opening doors wider. (Appendixes include participant lists, New South Wales government policy on ACE, and Victorian statewide funding model. Contains 55 references.) (YLB)

ED 419 172 CE 076 485

Strategic Directions for Higher Education Careers Services. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Association of Graduate Careers Advisory Services, Sheffield (England).
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Career Guidance; *Educational Planning; Educational Policy; Educational Strategies; Foreign Countries; Futures (of Society); *Guidance Programs; Higher Education; *Strategic Planning
IDENTIFIERS- England

Attending to students' employability within a more student-driven higher education system is high on the policy agenda in particularly teaching and service providing. An investigation of the interpersonal behavior differences among 117 American women from the southeastern United States in three work roles--homemakers, women in traditional occupations, and in nontraditional occupations--was conducted and the sex-role orientation, attitudes toward success, and demographic indicators were examined in order to consider the interplay of these variables with female occupational role and interpersonal behavior. A second focus of the study is on the cross-cultural comparison of the psychological and work variables in women of two different cultures: America and Portugal. Thirty-one Portuguese women were a preliminary comparison sample. The American results showed significant differences between groups in self-perceived interpersonal behaviors and the findings contradicted current stereotypes. The cross-cultural data, although preliminary, indicates differences between the countries in social desirability, aggressive and assertive behaviors, and in sex-role attitudes, which seem to reflect the different stages of economic development. (MKA)

ED 419 190 CG 028 430

Copeland, Ellis P.; Gunning, Michael P.
Promoting the Healthy Adolescent through Early Identification of Daily Hassles.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Adolescents; Educational Environment; Family Problems; Health Promotion; *Junior High School Students; Junior High Schools; Mental Health Workers; Peer Influence; Student Attitudes
IDENTIFIERS- *Stress (Biological)

Adolescent stress has been associated with serious health consequences and the need for mental health professionals to engage with adolescents as these young people strive to develop healthy lifestyles has never been more critical. To meet this need, an efficient measure of hassles in the junior high school population was developed to provide practitioners and researchers with an efficient measure which produces valid and reliable data. The development of this instrument--the Adolescent Perceived Events Scale (APES)--is reported along with some modifications to the scale so as to make it more useful to researchers. Although APES has been shown to produce both reliable and valid scores, its 202 items make the scale time consuming when conducting research or when using it in an applied setting. APES assesses hassles in five content domains, yet research has shown that the areas of peer, school, and family hassles are of greatest concern to the early adolescent. Using only these three domains, APES was modified into a 34-item measure. This measure was then administered to 406 junior high school students. Scores on the revised and shortened version of the APES were found to be both reliable and valid. Contains 21 references. (MKA)

ED 419 191 CG 028 431

Abbott, Gypsy, Ed.; Elliott, Glenda R., Ed.
Alabama Counseling Association Journal, 1995.

were included (11 endogenous variables and 11 exogeneous) within a nonrecursive structural equation model. The 11 exogenous variables controlled for the background characteristics of the population of adult students. Of the eleven endogenous variables in the model, six of these--academic integration, cumulative GPA, goal commitment, institutional commitment, intent to persist, and persistence on the career self-efficacy expectations of adult students--were reported as significant. Implications that arise in explaining the decisions and behavior of adult students are explored to tap a less indeterminate future and seamless learning environments for higher education and its stakeholders alike. Contains approximately 75 references. (MKA)

ED 419 210 CG 028 476

Bulach, Cletus R.; Butler, Judy D.
A Comparison of Character Values as Perceived by Teachers and Students at Differing Grade Levels.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Comparative Analysis; Elementary Secondary Education; Moral Development; *Student Attitudes; *Student Development; *Teacher Attitudes; *Values Clarification; Values Education

In response to the belief that the number one problem facing students today is their character and value system, school officials in Georgia's Carrollton City Schools District wished to implement a character education program. They were concerned, however, whether the program would be appropriate for all grade levels, and so they developed an instrument that measures the presence or absence of behaviors associated with 16 character values. Faculty at all grade levels within the school system, as well as students, were involved in the formation of the instrument, which examines behavior associated with these 16 character values. Based on the data collected, a definite need for a character education curriculum was evident. The greatest need was shown to be at the junior high and high school levels particularly in the areas of respect, courtesy, forgiveness, and humility. At the elementary level the greatest needs were for courtesy, generosity, and sportsmanship. This instrument should not only help to determine which character values schools need to target, it can also help to determine if their efforts have resulted in improved behaviors associated with the targeted character values. Appendices include a copy of the instrument and graphic representations of its implementation. (MKA)

ED 419 211 CG 028 478

Egan, Elizabeth A.; Hummel, Thomas J.
Clusters of Pre- and Early Adolescents with Varying Substance Use Expectancies: Identifying Probabilities of Membership.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

suburban, and rural areas. It begins with a preface, acknowledgements, introduction, main findings, and setting the context. The three main sections deal with whole school initiatives, and with the policies and practices of special needs and English departments. The booklet concludes that, while there is no "magic bullet," the schools surveyed took clear measures to address a problem and they made a difference. Contains eight brief case studies and 16 references; appendixes contain a list of participating schools, and discussion of DARTS (Directed Activity Related to Text) and writing frames, "pyramid" projects, and the school library. (RS)

ED 419 229 CS 013 198

What Works in Secondary Schools? Catching Up with Basic Skills.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Foreign Countries; *Instructional Effectiveness; Numeracy; Parent Participation; Program Effectiveness; *Reading Instruction; Secondary Education; *Spelling Instruction; Teacher Role
IDENTIFIERS- *England; *Wales

This report describes the work of the schools in the Local Initiative Grants Programme (which funded, through the Basic Skills Agency, 103 secondary schools throughout England and Wales), and draws upon the most effective practice identified in aspects of basic skills provision. Emerging from the work of the Local Initiative Grants Programme are clear lessons for the organization of programs of intervention in reading, spelling, and numeracy in Year 7; what works best with older children; the most effective role that teachers throughout the school can play to support literacy; the successful models of parental and other support; and the place of out-of-school support activities in encouraging basic skills improvements. The report provides evidence of the progress made by pupils in the project; analyzes the success of the schools' programs in raising standards of literacy and numeracy; and provides models of the elements of the literacy programs that proved most effective. Contains numerous unnumbered charts and figures of data; appendixes contain brief descriptions of the Local Initiative Grants Programme and the Basic Skills Agency, and a list of participating schools. (RS)

ED 419 230 CS 013 199

McGuinness, Diane
Why Our Children Can't Read--And What We Can Do about It: A Scientific Revolution in Reading.
PUB DATE- 97
NOTE- 397p.; Foreword by Steven Pinker.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decoding (Reading); Elementary Education; *English; *Literacy; Phoneme Grapheme Correspondence; *Reading Difficulties; *Reading Instruction; Reading Programs; Reading Research; Remedial Programs; Teaching Methods
IDENTIFIERS- *Phonemic Awareness

This paper considers what has kept textbooks around so long. The paper reviews changes in pedagogy and values manifested in nineteenth century textbooks to better understand the role of textbooks in the classroom. It suggests that textbooks are a highly adaptable literary genre (with always changing writing styles), concluding that as classroom problems change, so do textbooks to help resolve them. Contains 29 references; various examples of textbook pages are attached. (Author/NKA)

ED 419 247 CS 216 342

Narahara, May
Gender Bias in Children's Picture Books: A Look at Teachers' Choice of Literature.
PUB DATE- 98
NOTE- 13p.; Exit Project EDEL 570, University of California, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Characterization; *Childrens Literature; Content Analysis; *Kindergarten; *Picture Books; Primary Education; Reading Material Selection; *Sex Bias; *Sex Stereotypes; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Gender Issues

A study investigated whether some books read by kindergarten teachers to their students represent a higher proportion of female or male characters in text and imagery, and whether there was a higher proportion of female characters or male characters portrayed in stereotypical activities and roles. Subjects were four kindergarten teachers at Gauer School in the Anaheim, California School District. Teachers submitted a list of 10 books that they read every year to their class. Five books were randomly selected from each of the four sets leaving a total of 20 books to be examined for gender bias. Results indicated (1) nearly twice as many of the authors were females rather than males; (2) males outnumbered females in central roles by a margin of 3:1; (3) males slightly outnumbered females in secondary roles; and (4) male images appeared in the books more than twice as often as females. Findings suggest that some of the books used by the kindergarten teachers are gender-biased. Recommendations include: teachers need to be critical in selecting literature for children, avoiding those that have gender stereotypical roles; teachers need to become familiar with criteria for evaluating books for gender bias; universities need to enlighten teachers about the hidden gender biases in children's literature; and the entire school staff needs to provide opportunities for both genders to have the opportunity to participate in roles in school without regard to gender. (Contains eight references; appendixes contain book list data and a checklist for sexism in children's literature.) (RS)

ED 419 248 CS 216 343

Narahara, May M.
Gender Stereotypes in Children's Picture Books.
PUB DATE- 98
NOTE- 22p.; Exit Project EDEL 570, University of California, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Elementary Education;

were humane, caring, and effective, and from this conference arose a heightened awareness of alternative schools and their place in education. Subsequent years of investigating these effective schools produced numerous insights, many of which are offered in this book. Chapter 1 offers an overview of the difficulties that plagued and continue to trouble public education. Chapter 2 examines these places and offers examples of what makes alternative schools so appealing. Chapter 3 focuses on why these schools are so effective, and chapter 4 profiles models of established alternative schools. How to start an alternative school is the focus of chapter 5, and this chapter is followed by an examination of magnet schools and charter schools. Six appendices contain answers to frequently asked questions, evaluation criteria, names of support organizations, sample alternative schools and programs, sample charter schools, and charter school support contacts. (RJM)

ED 419 267 EA 028 972

DuFour, Richard; Eaker, Robert
Creating the New American School: A Principal's Guide to School Improvement. Transforming Schools.
PUB DATE- 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Change Strategies; Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Excellence in Education; *Instructional Leadership; *Principals; Professional Development; School Administration

This book details the characteristics of schools that continue to provide their students with a good education. It integrates two important bodies of research in its findings: (1) the research on effective schools and the characteristics of effective schools; and (2) studies of effective business practices and the leadership behind those practices. Drawing on this research, the book makes 10 recommendations for those interested in moving a school toward excellence: (1) people improvement is crucial to school improvement; (2) excellent schools have a clear vision of their goals; (3) the day-to-day operation of excellent schools is guided by a few shared central values; (4) excellent schools have principals who are effective leaders; (5) the shaping of organizational culture and climate is critical to the creation of an excellent school; (6) the curriculum reflects the values of the school and provides a focus that helps teachers and students "stick to the knitting"; (7) excellent schools monitor what is important; (8) teachers in excellent schools are leaders within their classrooms; (9) excellent schools celebrate progress toward their vision; and (10) excellent schools are committed to continual renewal. (Contains 122 references.) (RJM)

ED 419 268 EA 028 973

Carroll, Susan Rovezzi; Carroll, David
How Smart Schools Get and Keep Community Support.
PUB DATE- 94
NOTE- 166p.
LANGUAGE- English

similar survey performed in 1984. The comparison indicated that superintendents in both studies made similar judgments on the inclusion of others in decision making and did not significantly increase the level of participation of others in five of the six areas studied; business was the exception. Superintendents were selective about when they shared decision making, and their responses suggest that the level of participation has not risen over the past decade. (RJM)

ED 419 288 EA 029 049

Achilles, C. M.; Kiser-Kling, Karen; Aust, Ann; Owen, Jean
Success Starts Small (SSS): A Study of Reduced Class Size in Primary Grades of a Fully Chapter-1 Eligible School.
PUB DATE- 95
NOTE- 90p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Class Size; Classroom Environment; Comparative Analysis; Correlation; *Grade 1; Primary Education; *Program Effectiveness; *Small Classes; Teacher Student Ratio; Teacher Student Relationship

As poverty, dysfunctional families, and special needs continue to affect students, educators seek improved ways to start children in formal education. One such approach is to lower the teacher-to-pupil ratios, and recent research shows that this method positively influences pupil achievement. How the process works is not well understood. To fill this gap in knowledge, an examination of how teachers teach in these classrooms is provided in this report. The study describes life in a primary-grade classroom (with a low teacher-pupil ratio) in a fully Chapter 1-eligible school. Procedures for the research included interviews, structured classroom observations, informal classroom visitations, and the comparison of project school processes with research, other small-class settings, and "regular" or non-small settings. The focus was on first grade results, with comparisons offered for kindergarten and second grade. Findings show that comparisons of the pre- and post-observations of teachers indicated few observed changes in their behaviors following inservice activities. However, teachers in small classes demonstrated high levels of individualized instruction and minimal discipline problems. Factors such as space and materials facilitated instruction, and pretests and posttests indicated that students' performance in the small classes (n=14) were significantly better than those in the larger (n=23) classes. (RJM)

ED 419 289 EA 029 050

Achilles, C. M.
Small-Class Research Supports What We All Know (So, Why Aren't We Doing It?).
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 27- March 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

in monitoring and analyzing the special education personnel preparation pipeline. The data from the Professions Clearinghouse Institutions of Higher Education database, the Integrated Postsecondary Education Data Systems, and the Office of Special Education Programs funded personnel training grants performance reports, are described. Other articles include: "Adapted Physical Education and Special Education: There's a Strong Resemblance, But We're Not Related" (Janet Seaman); "IDEA and NCPSE Are a Perfect Match" (Sara Conlon); "Wow! You Mean I Can Really Get My College Tuition Paid For?" (NCPSE); and "The Supply and Demand of Culturally and Linguistically Diverse Professionals in Our Nation's Public Schools: Have Things Changed!" (Judy L. Wald). The second issue begins with the article "Accreditation, Licensure, Professional Certification, Advanced Certification: Are You Wondering?" (Judy L. Wald), which describes the process of preservice program accreditation, new teacher licensure and professional certification. Other articles include: "National Task Force on Equity in Testing Deaf Professionals" (Judy L. Wald), and "Factors I Considered in Choosing a College Program" (Sandie Benz). (CR)

ED 419 308 EC 306 391

Cavenaugh, Brenda S.; Pierce, Steven J.
Characteristics, Services, and Outcomes of Rehabilitation Consumers Who Are Blind or Visually Impaired Served in Separate and General Agencies.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Blindness; *Employment; Employment Services; Program Effectiveness; Sheltered Workshops; *Special Programs; Supported Employment; *Visual Impairments; *Vocational Rehabilitation; Vocational Training Centers

This study used case closure data to investigate the demographic and disability characteristics, service, and outcomes of 36,497 consumers who are blind or visually impaired served in state-federal vocational rehabilitation (VR) programs. By contrasting key measures reported by separate blindness agencies and general agencies, findings indicate: (1) separate blindness agencies served a higher percentage of consumers with socio-demographic characteristics associated with lower labor force participation rates; (2) separate blindness agencies served a higher percentage of consumers with the most severe visual impairments; (3) separate blindness agencies provided a higher number of services to consumers with the most severe visual impairments; (4) separate blindness agencies incurred greater service costs; (5) separate blindness agencies served consumers who were more likely to report client income/earnings as their primary source of support at closure; (6) separate blindness agencies rehabilitated a slightly lower percentage of all the consumers who applied for VR services, but rehabilitated a slightly higher percentage of the subgroup of consumers who were accepted and VR services were initiated; (7) separate blindness agencies closed a lower percentage of legally blind consumers as homemakers; and (8) separate blindness agencies closed a higher percentage of legally blind consumers into competitive labor and in sheltered employment. (Contains 29 references.) (CR)

IDENTIFIERS- ERIC Digests; *Individuals with Disabilities Education Act Amend

This digest summarizes the rights and responsibilities of parents of children in the special education process under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. Among 15 rights listed are a free appropriate public education for every child, informed consent concerning evaluation and programmatic decisions, evaluation of the child in his/her primary language, participation in all individualized education program (IEP) or individualized family service plan (IFSP) team decisions, and voluntary mediation or a due process hearing to resolve differences with the school. Among the eight parental responsibilities listed are: asking for explanations of any unclear program aspects, making sure that IEP or IFSP goals and objectives are specific, monitoring the child's progress, keeping records, and joining a parent organization. The digest also suggests ways in which the parent can help the IEP or IFSP process, such as identifying the specific things the parent feels the child should learn, understanding the related services being provided, and discussing methods of effective discipline. Suggested organizational resources are also listed. (DB)

ED 419 327 EC 306 413

Sablan, Velma A.
The Self Study Evaluation of the Guam Pediatric Evaluation and Developmental Services (PEDS) Unit. Final Technical Report.
SPONS. AGENCY- Guam Dept. of Education, Agana.
PUB DATE- 97
NOTE- 290p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; At Risk Persons; *Delivery Systems; *Developmental Delays; *Developmental Disabilities; *Early Intervention; Federal Legislation; Infants; Pediatrics; Preschool Education; Program Evaluation; Program Improvement; *Self Evaluation (Groups); Toddlers
IDENTIFIERS- Center Based Programs; *Guam; *Individuals with Disabilities Education Act Part H

This report presents results of a self-study evaluation of the Pediatric and Developmental Services (PEDS) unit, a center-based collaborative interagency program in Guam which provides screening, assessment, referrals, and initial intervention for children birth to 3 years of age with or at risk for developmental delays/disabilities and their families. The study utilized the self study instrument developed by the U.S. Department of Education, Office of Special Education Programs, for programs under Part H of the Individuals with Disabilities Education Act. After an introduction, individual sections of the report cover: (1) a review of the Part H Self-Study Instrument; (2) development of the PEDS unit; (3) the current status of the PEDS unit; (4) service delivery of the PEDS unit; and (5) recommendations. Recommendations address the PEDS unit-services expansion, the PEDS unit-research directives and initiatives, and the PEDS unit-evaluation and self-study directions and initiatives. Among 13 appendices, which comprise most of the document, are various memoranda of agreement between Guam and federal agencies, samples of forms used by PEDS, the PEDS policy and procedures manual (1990-91), a sample case, the PEDS brochure, and a research article by J. W. Holstrum entitled "Where America's Special Babies Begin." (DB) training modules to mini-team trainers, university/college instructors, and parents that addressed: the etiology of ADD; federal laws and regulations related to ADD; school-based evaluation and assessment processes; medication; educational strategies; and behavioral strategies. The project also trained regional teams of educational personnel to serve as inservice providers and consultant/resource persons for local education agency staff and parents. A system for ongoing inservice training and dissemination of the training modules was also created. The report lists each goal and objective of the project with related activities. An appendix includes an evaluation plan table, the no-cost time extension request for the project, and the annual performance report for the Three Year Project Sumary, October 1, 1992-December 31, 1995, that summarizes the outcomes of the project. (CR)

ED 419 346 EC 306 434

Vail, Ann; Mandiloff, Valerie
Cultivating Our Garden: Serving Students with Learning Disabilities in Family and Consumer Sciences.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Classroom Techniques; Consumer Economics; Disability Identification; *Etiology; Home Economics; *Learning Disabilities; Secondary Education; *Student Characteristics; *Student Needs
IDENTIFIERS- *Academic Accommodations (Disabilities)

This booklet provides basic background information on learning disabilities in order that the family and consumer sciences teacher can better understand the experiences of their students with learning disabilities. The following topics are discussed: (1) legislative initiatives affecting special populations; (2) characteristics of students with learning disabilities; (3) input disabilities (visual perception and auditory perception); (4) integration disabilities; (5) memory disabilities; (6) output disabilities (demand language, gross motor, and fine motor); (7) classroom adaptations for learning disabilities; (8) techniques for assisting students with spelling, handwriting, composition skills, and math skills; (9) strategies for helping students with reading assignments and written exams; (10) providing a safe environment for all students; (11) using peer tutors or adult volunteers to assist students; (12) classroom organization; (13) helping students with learning disabilities develop study skills; (14) managing students with learning disabilities; (15) using assistive technology when working with students with learning disabilities; (16) behavior disorders; (17) characteristics and feelings of students with attention deficit hyperactivity disorder; and (18) characteristics of students with mild mental retardation and physical and health disabilities. Activities are provided to simulate what it is like to have a learning disability. An appendix includes a list of Individual Education Program components. (Contains 31 references.) (CR)

ED 419 347 EC 306 435

disabilities. The following chapters include: (1) "An Introduction"; (2) "Learning Disabilities," which describes types of learning disabilities, guidelines in assessing learning disabilities, and perceptions of learning disabilities; (3) "Awareness," which discusses how persons with learning disabilities recognize their strengths and weaknesses, "why" self-awareness is important, and advocacy; (4) "Leisure," which describes the benefits of recreational activities, "how" learning disabilities can affect one's recreation participation, and steps for guiding the person with learning disabilities to involvement in recreation activities; (5) "Delivery of Recreation Programs to Persons with Learning Disabilities," which explores the creation of an inclusive community recreation environment and the requirements of the Americans with Disabilities Act; and (6) "Specific Accommodations and Modifications of Recreation Activities for Persons with Learning Disabilities," which furnishes specific suggestions for accommodations in sports and physical activities, passive activities, outdoor activities, hobbies, and social/community activities. The final chapter "Resources," supplies names and addresses of major organizations and agencies, commercial businesses, well-known publications, and widely-used visual media sources. Appendices include relevant checklists and evaluation forms, and exercises. (Each chapter includes references.) (CR)

ED 419 365 EC 306 454

Hautamaki, Airi
Stress and Stressors in Parenting a Developmentally Delayed Child at Different Life Stages: A Cross-Sectional Nordic Study with a Representative Sample of Nonhandicapped Children. Research Report 165.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Children; *Coping; *Disabilities; Emotional Response; Family Life; Family Problems; Foreign Countries; *Life Satisfaction; *Mothers; *Parent Child Relationship; Parent Role; *Stress Management; Well Being
IDENTIFIERS- Denmark; Finland; Iceland; Norway; Sweden

This booklet reports the findings of a study that focused on the well-being and lifestyle of 479 families of children (ages 2-17) with Down syndrome (DS) in Finland, Sweden, Norway, Denmark, and Iceland. A comparative study of families of typical children in the Nordic countries was also done. The results of the study indicate that bringing up a child with Down syndrome is usually well managed in the Nordic countries. There was little parental discord that resulted in separations and the families have a good socioeconomic standard. The vast majority of the mothers were relatively satisfied with their lifestyles and maintained an optimistic view of their children's futures, this being particularly true for rural mothers. Usually, the mother provided the extra support system for the child's daily activities though adolescence, because the child with disabilities develops the self-regulative capacities necessary for autonomous activity more slowly than a typical child. The mothers' opportunities for alternative activities were fewer than those of mothers of typical children and do not increase at the same rate as the children attain adolescence. While the vast majority of mothers were relatively satisfied with their life-situation, this satisfaction concerning the role of language in the classroom, both in general and for language minority children, is reviewed and the language- and culture-related issues that should be addressed in teacher education are discussed. Ten assumptions underlying language arts education are outlined, and ways in which language arts teachers should celebrate and value diversity are enumerated, drawing on recent research. Finally, guidelines are offered for addressing students' communication needs in multicultural settings, including both conceptual concerns and practical classroom techniques. Contains 44 references. (MSE)

ED 419 387 FL 025 196

Cover to Cover: A Guide to Foreign Language Programs, Instruction and Resources.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Evaluation; *Curriculum Design; Curriculum Development; Disabilities; Distance Education; Educational Research; Elementary Secondary Education; English (Second Language); Graduation Requirements; Higher Education; Instructional Effectiveness; Instructional Materials; International Educational Exchange; Media Selection; Parent Participation; Professional Associations; School Business Relationship; School Community Relationship; Second Language Instruction; *Second Language Programs; *State Standards; *Student Evaluation; Student Motivation; Study Abroad; Teaching Methods; Teaching Skills; Travel
IDENTIFIERS- North Carolina

The guide is intended as a resource for North Carolina teachers and administrators concerning second language education. Part 1 offers a rationale for second language education, and provides specific reasons for studying French, German, Latin, Spanish, and uncommonly taught languages. Part 2 describes instructional program models for elementary and middle schools, outlines state high school graduation and academic degree requirements, describes advanced placement courses, outlines the international baccalaureate program, and provides data on language offerings of higher education institutions in the state. Part 3 examines the characteristics of effective language teaching, instructional design, and program design at each instructional level, including distance education and English-as-a-Second-Language teaching. Part 4 provides guidelines and suggestions for curriculum planning and instructional design, and part 5 discusses sources for additional information and guidance about supplementary curriculum materials. Part 6 focuses on teaching strategies and techniques for the general population and for early adolescents, students with disabilities, and multi-level classes. The final section lists additional organizational and information sources, including professional organizations, publishers, Internet addresses, international exchange and travel resources, and technology resources. Includes a 48-item bibliography. (MSE)

ED 419 388 FL 025 198

Reyhner, Jon
Strategies for Keeping Indigenous Languages Alive.
PUB DATE- 98

Structure of the Clause in Karaja" (Marcus Maia), a discussion of clause structure in a Brazilian indigenous language. (MSE)

ED 419 409 FL 025 252

Anderson, Gregory D. S.
Reduplicated Numerals in Salish.
PUB DATE- 97
NOTE- 11p.; For complete volume, see FL 025 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Languages; Contrastive Linguistics; Language Patterns; *Language Research; Language Variation; *Linguistic Theory; Number Systems; *Salish; *Structural Analysis (Linguistics); Uncommonly Taught Languages

A salient characteristic of the morpho-lexical systems of the Salish languages is the widespread use of reduplication in both derivational and inflectional functions. Salish reduplication signals such typologically common categories as "distributive/plural," "repetitive/continuative," and "diminutive," the cross-linguistically marked but typically Salish notion of "out-of-control" or more restricted categories in particular Salish languages. In addition to these functions, reduplication also plays a role in numeral systems of the Salish languages. The basic forms of several numerals appear to be reduplicated throughout the Salish family. In addition, correspondences among the various Interior Salish languages suggest the association of certain reduplicative patterns with particular "counting forms" referring to specific nominal categories. While developments in the other Salish language are frequently more idiosyncratic and complex, comparative evidence suggests that the system reconstructible for Proto-Interior Salish may reflect features of the Proto-Salish system itself. (Contains 31 references.) (Author/MSE)

ED 419 410 FL 025 253

Beck, David
Unitariness and Partial Identification in the Bella Coola Middle Voice.
PUB DATE- 97
NOTE- 23p.; For complete volume, see FL 025 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; Foreign Countries; Language Patterns; *Language Research; *Linguistic Theory; *Morphology (Languages); *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Bella Coola; *Voice (Verbs)

The Bella Coola suffix "-m" has been analyzed in the literature as two or even three separate morphemes, based on the variable effects it has on the transitivity of its base. The segment is argued for here as a single morpheme with a unified meaning, specifically as a marker of a special case of one definition of the middle voice, referred to as the "non-unitariness" of event-participants. The cross-linguistically unusual "transitivizing" uses of "-m" are shown to fall out from the presence of a second, individual entity in a semantically typical middle clause, independent of the application of the middle-marker itself. Contains 17 references. (Author/MSE)

The process of expanding the general and vocational English- as-a-Second-Language (ESL) curriculum for employees of a hotel is described, and related materials are presented. Emphasis was on improvement of instruction for groups with varied levels of English proficiency. Instructional program development included creation of a computer lab and classes in computer use, both general (keyboarding, computer literacy) and for specific purposes (word processing, literacy education, ESL instruction). Techniques used in creating a supportive lab environment and in teaching in these areas are outlined. The program has been found successful and highly attractive to employees. A packet of reproducible masters for instructional handouts and a copy of the personal computer manual are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 419 431 FL 801 229

Morgan, Brian
Critical Perspectives in Community-Based, Adult ESL Programs.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Research; *Community Programs; Course Content; Course Descriptions; *Curriculum Design; *English (Second Language); Evaluation Methods; Foreign Countries; Literacy Education; Nontraditional Education; *Relevance (Education); Second Language Programs; *Student Evaluation

One teacher's experiences teaching English as a Second Language (ESL) to adults in community-based programs are drawn upon to illustrate how ESL syllabus design can better reflect the conditions that attract students to community agencies, and how the agencies can better serve students uninterested in or disadvantaged by formal educational institutions. The approach integrates critical perspectives on identity, social justice, and active citizenship with more traditional ESL concerns such as grammar, pronunciation, and second language literacy. It is suggested that under certain conditions, transformative or emancipatory practices can result when educators challenge received wisdom in areas of the syllabus not usually associated with critical theory. Three examples are offered from the author's classroom experience: discussion of principles underlying an upcoming referendum; student assessment that focuses on language awareness and media literacy; and conducting classroom research in the ESL context. (Contains 11 references.) (MSE)

ED 419 432 FL 801 230

Notes on Literacy, Vols. 21 and 22.
PUB DATE- 96
NOTE- 466p.; For earlier volumes, see ED 413 792.
LANGUAGE- English; French
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; American Indian Languages; American Indians; Curriculum Design; Curriculum Development; Developing

describes the evolution of federal student aid programs from 1965 to the present. Chapter 5 focuses on the consequences of policy changes in federal programs for lower- and middle-income students. Chapter 6 looks at approaches used by the states in allocating limited resources to either public colleges and/or to lower-income students. In chapter 7, recent innovations in college finance, such as prepaid tuition, college savings bonds, and assured access programs, are discussed. Chapter 8 examines the relationship between changes in college affordability and college participation. Chapter 9 shows how limited government resources, rising educational costs, and the failure to target funds to the most needy, have caused net college prices to spiral upward. Chapter 10 considers several of the leading reform proposals and shows why they have failed to win legislative or public support. Chapter 11 proposes revitalization of Pell grants, repair of student loan programs, and increased state experimentation. (Contains chapter endnotes.) (DB)

ED 419 451 HE 031 223

Martin, Fernand; Trudeau, Marc
The Economic Impact of University Research.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); Diffusion (Communication); Economic Development; *Economic Impact; Economic Progress; Foreign Countries; Higher Education; Productivity; *Research and Development; *Research Universities; Research Utilization; School Business Relationship; School Community Relationship; Universities
IDENTIFIERS- *Canada

This report summarizes the findings of a study which used traditional input-output economic models merged with recent understandings of new growth theory to measure and assess both the static and dynamic economic impact of university research, especially in Canada. The study highlights were: (1) university research is a powerful stimulus for economic development, leading to measurable increases both in gross domestic product (GDP) and employment; (2) university research in Canada sustains $5 billion of GDP and results in more than 81,000 jobs, almost 1 percent of Canada's 1994-95 GDP and more than 0.5 percent of all the nation's jobs; (3) university research has a profound effect on the underlying productivity of the economy; (4) university research has the potential to produce breakthrough advances that can fundamentally alter economic growth and quality of life; (5) university research also has an economic impact by equipping students with the ability to generate new ideas and research skills; and (6) the total dynamic impact of university research in Canada amounts to around $15.5 billion each year, which corresponds to approximately 150,000 to 200,000 jobs. (DB)

ED 419 452 HE 031 224

Choy, Susan P.; Moskovitz, Ron
Student Financing of Graduate and First-Professional Education, 1995-96. With Profiles of Students in Selected Degree Programs. National Postsecondary Student Aid Study: 1995-96. Statistical Analysis Report.

Exceptions include over-representation of Asian American students in OSSHE and a greater proportion of resident Hispanic/Latino first-time freshmen in fall 1996 than the proportion of Hispanic/Latino undergraduates overall. Approximately 75 percent of OSSHE students who entered as freshmen in fall 1995 were still enrolled in OSSHE in fall 1996. The retention rate for minority students overall was comparable to overall retention. Variations among individual racial/ethnic groups included higher than average retention for Asian Americans and nonresident aliens, and lower than average retention for Native American students. Six-year graduation rates were also higher for Asian Americans (55 percent) and lower for Native Americans (31 percent). Tables present detailed trend data for: (1) population and enrollment distributions by racial/ethnic group; (2) undergraduate and graduate enrollment by group since 1981; (3) undergraduate and graduate enrollment by group and institution; (4) trends in first-time freshmen by group and residency since 1981; (5) first-year retention rates for 1995 freshmen; and (6) six-year graduation rates by group and institution. (DB)

ED 419 471 HE 031 248

Keetz, Mary A.
The Emerging Presence of Female Faculty in Pennsylvania's State System of Higher Education: An Historical Perspective, 1974-1994.
PUB DATE- 97
NOTE- 289p.; For earlier studies, see ED 343 495 and ED 339 292.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; College Students; Databases; *Educational History; Faculty Promotion; Followup Studies; *Full Time Faculty; Graduate Study; *Higher Education; Institutional Research; Longitudinal Studies; Sex Differences; State Colleges; State Universities; Trend Analysis; Undergraduate Study; *Women Faculty
IDENTIFIERS- *Pennsylvania State System of Higher Education

This report presents data and findings from a 5-year follow-up study to an earlier 16-year (1974-1989) longitudinal study of trends in the hiring and promotion of female faculty within the Pennsylvania State System of Higher Education. The two studies have produced an information base on full-time faculty in the state system from 1974-75 through 1994-95. After brief sections on the study's purpose, history, and method, tables present detailed findings for: (1) number, percentage, and distribution of full-time total faculty by institution and sex; (2) number, percentage, and distribution of full-time professors, associate professors, assistant professors, and instructors by institution and sex; (3) number, percentage, and distribution of full-time total faculty at the professor rank by institution and sex; (4) number, percentage, and distribution of graduate student full-time equivalent (FTE) enrollment by institution and sex; (5) number, percentage, and distribution of undergraduate FTE enrollment by institution and sex; and (6) ratio of undergraduate student FTE enrollment to full-time total faculty by institution and sex. Discussion of the data notes the continuing lack of gender parity among college faculty and presents a nine-item call for action. Extensive appendices provide further detailed tables for each institution, graphs comparing institutions, and a set of guidelines. (Contains 35 references.) (DB) directories quickly yield many Web sites concerned with online education, but apparently in mainstream colleges and schools the Internet is no more than a supplement to courses for credit, not the means of delivery. Yasuhiko Hirao of the Kagawa Prefectural Education Center, an inservice training facility, endeavors to theoretically justify using the Internet in public schools while presenting experimental findings in published articles and at his Web site. There are two countervailing trends related to online education that can be projected statistically into the future. According to a vernacular economic daily, the number of computers in Japan connected to the Internet will rise from 12 million in 1998 to 32 million in the year 2001. This paper concludes by posing a question for online discussion: "What can be done to give those educated worldwide a brighter future online?" (AEF)

ED 419 490 IR 018 900

Barron, Ann E.; Ivers, Karen S.
The Internet and Instruction: Activities and Ideas. Second Edition.
PUB DATE- 98
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Computer Uses in Education; Curriculum Development; Educational Resources; *Elementary Secondary Education; Instructional Innovation; Instructional Materials; *Internet; Online Searching; Teacher Education; Telecommunications

Finding relevant teaching resources on the Internet can be a real challenge, and most educators don't have the time to develop appropriate activities for those sites. This book, designed for educators and students, demystifies the technology of the Internet and telecommunications, and it provides pertinent, feasible, and easy-to-implement ideas and cross-curricular activities for the classroom. After a brief overview of the technology, the book shows educators how to get started, navigate the Internet and telecommunications in an educational setting. This is followed by exemplary learning activities in curriculum areas that range from communication and research to theater, music, and art. These projects encourage students to explore the Internet and learn about such subjects as ancient civilizations, animation, health, and astronomy. Presented in reproducible format, they can be easily integrated into the curriculum. Further reference materials and a basic glossary are included in appendixes. This second edition greatly expands on and updates the first edition. In addition to dozens of new ideas and activities, it adds more detailed instructions and ideas for Web research. The result is a practical, hands-on resource for educators that can also be used for inservice workshops or as a textbook in technology courses at the undergraduate and graduate levels. The activities are intended for grades 4-12. (AEF)

ED 419 491 IR 018 902

NECC '98: National Educating Computing Conference Proceedings (19th, San Diego, CA, June 22-24, 1998).
PUB DATE- 98
NOTE- 618p.; For selected individual papers, see IR 018 903-IR

selecting which technology to use, and (3) developing the project. Four lesson plans are then presented: (1) "Teaching Responsible Computing"; (2) "Teaching the World Wide Web"; (3) "Teaching HyperStudio"; and (4) "Completing the HyperStudio Stacks." Presentation and assessment requirements are also provided, as well as tips to help such projects run smoothly. Appended are reproductions of student work; the Web Page, and supporting documents. (AEF)

ED 419 511 IR 019 132

Tran, Tram
Creating a Fourth Grade Clarisworks Slideshow Presentation on a Civil War Topic.
PUB DATE- 98
NOTE- 66p.; Master's Research Paper, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil War (United States); *Computer Assisted Instruction; Grade 4; Individualized Instruction; Intermediate Grades; *Learner Controlled Instruction; Social Studies; *Student Developed Materials; Student Projects; Teaching Methods

The main purpose of this Master's degree field project was for fourth grade students to create a "good" visual presentation of a Civil War topic using Clarisworks slideshow. Students were in charge of determining what constituted a good project. The components of the slideshow included the following: (1) title page; (2) biography; and (3) Civil War topic research. Students hand-wrote their biographies, researched their Civil War topics, planned the layouts of their information, created their slideshows on classroom computers, and presented their slideshows to the class. Students periodically checked their work against a list that they helped to generate. At the end of the project, students self-evaluated their work using an evaluation handout. This paper begins with the purpose of the project and then presents the rationale for using the technology, the background of student participants, and describes the project components. In addition, suggestions are provided on how teachers can plan and implement a similar technology project in their classroom. (AEF)

ED 419 512 IR 019 133

Cummings, Christen A.
Teacher Attitudes and Effective Computer Integration.
PUB DATE- 98
NOTE- 80p.; Master's Research Paper, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; *Computer Uses in Education; Curriculum Development; Educational Technology; *Elementary Education; Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Technology Integration

This paper examines how well teachers are integrating computers across their curriculum. A survey was distributed to elementary school teachers who taught kindergarten through fifth grade (six teachers for each grade, except kindergarten which had three). A total of 60 survey questions measured teachers' impressions of their affect, knowledge, level of computer usage in the content areas, instructional preparation, and school

Interaction; *Preservice Teacher Education; *Student Teachers;
Student Teaching; *Telecommunications
IDENTIFIERS- Computer Users; Listservs; Technology Utilization

This study discusses the capabilities of preservice teachers to engage in a daily dialog with other preservice teachers as well as university supervisors, which has been shown to be an effective means to enhance the student teaching experience. In this study, students who utilized technology daily for communication with one another and with their university supervisors were compared to those who did not utilize the technology during their preservice teaching experience. In addition, the study looked at the effects that the use of technology in interacting with the preservice teacher had on the university supervisor. The paper reports on an examination of the use of electronic mail and listservs by preservice teachers and their university supervisors during a 10-week preservice teaching experience. The study was designed to: (1) evaluate the use of electronic mail and listservs by preservice teachers during their preservice teaching experience; (2) evaluate the use of electronic mail by university supervisors with their students during the preservice teaching experience; (3) evaluate the student-to-student use of electronic mail and listservs by preservice teachers during their student teaching experience; (4) develop guidelines for the feasibility of the use of electronic mail by all preservice teachers during their preservice teaching experience. (AEF)

ED 419 532 IR 019 156

Sullivan, Monty
Analysis of Student Field Dependent Status, Attitude toward the Technology Medium, and Perception of Interaction in a Distance Education Setting: Implications for Improving the Quality of Distance Education.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Conference for the Louisiana Educational Research Association (March, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Distance Education; Educational Environment; Educational Equipment; *Educational Technology; Elementary Secondary Education; *Field Dependence Independence; Interaction Process Analysis; *Student Attitudes; *Student Motivation

This study is an analysis of student learning style (field dependence/independence), student attitudes toward the technology medium, and student perception of interaction. Research indicates that field independent (FI) individuals are more successful in distance education settings than field dependent (FD) individuals, which is a result of their ability to structure information and their environment. FD individuals thrive in a learning situation with high levels of interaction and a fostering of positive student attitudes. FD individuals rely upon the environment around them to develop their personal identity in the distance education classroom. In this study, field dependence status serves as the independent variable, while student attitude toward the technology medium and student perception of interaction are both dependent variables. A linear path analysis is used to determine if a causal relationship exists between the given variables. The proven stability of the field dependent construct means that changing a student's level of field dependence is not an option for

Selection; Postsecondary Education; *Resumes (Personal); Secondary Education

This packet documents suggestions for conducting a job search, writing a resume, and interviewing. Suggestions for a job search include the following: knowing one's skills, knowing what one is looking for, and knowing where to look for jobs, including newspaper advertisements, employment centers, employment firms, networking, and blind attempts. Information on resume writing is as follows: what is a resume, what should be in a resume, building a first resume (including worksheet), and writing a cover letter to accompany a resume. The following interviewing tips are provided: preparing for interviews, making a good first impression, continuing the first impression, being positive, asking questions, doing a sales job, closing the deal, writing a thank-you note, being persistent, typical questions asked by interviewers, and questions that should not be asked. (IC)

ED 419 081 CE 075 912

The Dollars of Education--Part 1. The Sense of Education--Part 2. ICPAC Information Series.

PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Graduates; *Dropouts; *Education Work Relationship; *Educational Benefits; Educational Economics; Educational Status Comparison; Employment Potential; *High School Graduates; High Schools; *Income; Postsecondary Education

The differences in earnings among high school drop-outs, those with some college/training, and a college graduate with a Bachelor's degree is widening every year. In 1990, high school dropouts earned only 46 cents for every dollar a high school graduate earned. With some college or additional training after high school, U.S. workers earned an additional $2,436 per year, or about 20 percent more than high school graduates. Those with a four-year college degree earned almost twice as much as high school graduates. When the cost of living was compared to these earnings, only those with some postsecondary education had money for more than necessities for the year. In addition to the dollar value of education, there are other less tangible but no less important reasons for getting an education. An education will help one make better decisions, learn how to learn, appreciate and understand more things, cope better with change, attempt more things, use abilities and talents, and provide more job security. (KC)

ED 419 082 CE 075 920

Thinking about More Education? A Guide for Adults Who Want To Go to College. ICPAC Information Series.

PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

persons with severe developmental disabilities (academic versus nonacademic learning; rebus programs; alternative pictorial literacy programs; programs emphasizing global features of printed materials, patterned literacy, and print in the environment; labeling programs; and augmentative and alternative communication). Included throughout the chapters on instructional approaches are criticisms of the approach, responses to the criticisms, model activities, complementary assessment strategies, and auxiliary resources. Appended are materials for a functional reading inventory and illustrations for cued reading inventories. Contains 527 references. (MN)

ED 419 100 CE 076 361

Hiring Smart: An Employer's Guide to Using School Records. Making Academics Count.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Records; *Education Work Relationship; Elementary Secondary Education; Employment Practices; *Entry Workers; Information Seeking; *Information Utilization; *School Business Relationship; *Student Records

This document, which is intended for employers, explains the benefits of and strategies for using school records in making hiring decisions. The document begins with a discussion of the benefits reaped by employers, students, and parents when employers use school records. Discussed next are the objectives and potential benefits of the Making Academics Count campaign, which is a national grassroots campaign aimed at increasing the number of employers asking job applicants for school records. Key questions for employers to consider before asking job applicants for school records are answered. The remainder of the document is devoted to the following ways employers can use school transcripts: asking job applicants for transcripts and/or other school records (and thereby sending a strong message that academics are important); building into the process (using transcripts as one part of an integrated selection process that takes many types of information into account and does not construct barriers to employment); and connecting to the job (analyzing the particular job to be filled, identifying the specific knowledge and skills/abilities needed to perform the job successfully, and using school records to determine if candidates possess the necessary knowledge, skills, and abilities). (MN)

ED 419 101 CE 076 362

Vocational Education in Alaska. 1997 Status Report.
PUB DATE- 97
NOTE- 136p.; Prepared by Madden Associates.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Annual Reports; Articulation (Education); Change Strategies; Economic Development; Education Work Relationship; Educational Change; Educational Facilities; *Educational Improvement; Educational Needs; Educational Objectives; Educational Quality; Enrollment; Enrollment Trends;

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Literacy; *Computer Uses in Education; *Educational Technology; High School Equivalency Programs; *Inservice Teacher Education; *Institutes (Training Programs); *Literacy Education; *Summer Programs; Workshops
IDENTIFIERS- General Educational Development Tests; Pennsylvania; 353 Project

A project developed and conducted a summer institute to offer training, hands-on activities, and workshops addressing educational technology for adult basic education (ABE), General Educational Development (GED) and literacy education teachers, administrators, and staff. During the first phase of the project, the institute was designed as a 3-day intensive training session consisting of workshops, computer laboratory activities, and hands-on activities, and teachers were recruited. The second phase of the project was conducting the institute itself, in August 1996, for approximately 100 adult education practitioners. Topics covered during the institute included the following: instruction to technology for adult educators; introduction to the Macintosh environment; introduction to the PC environment; multimedia applications in ABE/GED/literacy classrooms; using technology to facilitate recordkeeping and reporting; navigating the Internet; evaluating software in adult education; distance education; incorporating technology into the ABE/GED curriculum; computerized reporting of student and staff data forms; designing a Web page; and technology applications for literacy programs. The institute was rated very highly in participant evaluations. The final phase of the project, extending through the next school year, included the following: evaluation, follow-up, additional training through the state's professional development centers, and creation of a final report. (KC)

ED 419 120 CE 076 392

"What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Professional Development Newsletter. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 64p.; For previous reports and accompanying newsletter issues, see ED 395 131 and ED 395 098.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Adult Literacy; Basic Skills; Correctional Education; Educational Legislation; Federal Legislation; Information Dissemination; Information Sources; Labor Force Development; *Literacy Education; Nontraditional Education; *Professional Development; State Legislation; State Programs; Statewide Planning
IDENTIFIERS- *Pennsylvania

Five issues of an adult basic education newsletter were developed and disseminated to more than 4,000 adult educators in Pennsylvania. The newsletters contained information appropriate to their professional development in a format and by a delivery method that would reach the large rural area of Pennsylvania and the large number of part-time adult educators throughout

Business Ethics" (Judith Marquand); "Designing Effective Learning Programs for the Development of a Broad Occupational Competence" (Alan Brown); "Generic Skills at Work: Implications for Occupationally Oriented Education" (Cathleen Stasz); "Competence Based Assessment: Does It Shift the Demarcation Lines?" (Alison Wolf); "The Knowledge and Skills of Economic Graduates and Their Significance on the Labour Market" (Hans Heijke, Ger Ramaekers); and "Moving beyond Traditional Vocational Education and Training" (Jan N. Streumer, David C. Bjorkquist). The book contains an index and contributors list. (YLB)

ED 419 137 CE 076 419

Edwards, Tony; Fitz-Gibbon, Carol Taylor; Hardman, Frank; Haywood, Roy; Meagher, Nick
Separate But Equal? A Levels and GNVQs. Further Education Series.
PUB DATE- 97
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Education; *Cognitive Style; Educational Research; *Equal Education; Foreign Countries; Learning Strategies; *Nondiscriminatory Education; Student Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- *Advanced Level Examination; *General National Vocational Qualif (England); Great Britain

This book contrasts British programs for vocationally and academically minded students and looks at differences and similarities in practice in General National Vocational Qualifications (GNVQs) and Advanced level (A level) courses. "Contrasts in Learning?" (Tony Edwards) provides background. "Educating Leaders and Training Followers" (Tony Edwards) outlines the difficulty in securing parity of esteem for training alternatives and differences in curriculum, assessment, and pedagogy in A level and Advanced GNVQ. "Listening to Students and the 50 Percent Framework" (Carol Taylor Fitz-Gibbon) draws on data from the first four Advanced GNVQs to address how they are operating and the extent to which they can be judged to earn parity of esteem. "Classroom Observation in Academic and Vocational Courses Post-16" (Nick Meagher) examines results from classroom observation and suggests interpretations for the difference between academic and vocational learning. "A Level English Language and English Literature: Contrasts in Teaching and Learning" (Frank Hardman) draws on two empirical studies to explore teaching and learning methods in the A level curriculum. "Links between Learning Styles, Teaching Methods, and Course Requirements in GNVQ and A Level" (Roy Haywood) explores potential and real links. "Concentrated and Distributed Research: Reflective Observations on Methodology" (Carol Taylor Fitz-Gibbon) uses the Kolb model to express doubts about research styles that avoid active experimentation. "Conclusion: Different and Unequal?" draws tentative conclusions about differences between A levels and GNVQ alternatives and the prospects for parity between them. Contains 223 references and an index. (YLB)

ED 419 138 CE 076 420

Levinson, Edward M.
Transition: Facilitating the Postschool Adjustment of Students with Disabilities.
PUB DATE- 98

schools where humanities instruction is being provided through work-based learning. Chapter 6 discusses the following topics related to designing relevant school-to-work programs and focusing on the big picture of high school reform: new approaches to professional development; reintegration of vocational education into the life of comprehensive high schools; changes in the roles teachers, businesses, and community partners play in education; and changes in how schools award credits for graduation. Actual examples from the field are cited throughout the book. (MN)

ED 419 155   CE 076 452

Norton, Robert E.
Quality Instruction for the High Performance Workplace: DACUM.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Employment Opportunities; *Job Analysis; *Job Skills; *Job Training; *Occupational Information; Workshops
IDENTIFIERS- *DACUM Process

DACUM (Developing a Curriculum) is a method of job or occupational analysis that involves a 2-day workshop in which a trained DACUM facilitator and a committee of 5-12 expert workers from the position, occupation, or other area of analysis create a profile chart that is a detailed and graphic portrayal of the duties and tasks performed by the workers involved. In addition to the development of precise duty and task statements, lists of the general knowledge and skills, worker behaviors, tools, and equipment, and future job trends are also identified. DACUM is based on three premises: (1) expert workers can describe and define their job or occupations more accurately than anyone else; (2) an effective way to define a job or occupation is to describe precisely the tasks that expert workers perform; and (3) all tasks, in order to be performed correctly, demand the use of certain knowledge, skills, tools, and positive worker behaviors. DACUM has been used effectively to analyze occupations at the professional, managerial, technical, skilled, and semi-skilled level, and to conceptualize future jobs. The quality of the product obtained and the superior process used are two of the many important advantages of the DACUM analysis. The DACUM methodology is used widely in the United States, Canada, and many other countries because it is highly effective, quick, and low cost. (KC)

ED 419 156   CE 076 453

Norton, Robert E.
Quality Instruction Requires High Quality Materials: SCID.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; *Competency Based Education; *Curriculum Development; *Instructional Materials; *Material Development; Models; Postsecondary Education; Secondary Education; Teaching Methods
IDENTIFIERS- *Systematic Curriculum and Instructional Develop

Britain. Career services have a key contribution to make to this agenda. Higher education career services have moved away from the one-to-one interview to a widely adopted open-access model, in which students have access to a range of resources. Within the institutional structure, career services can be aligned to other student, academic, or marketing services or can stand on their own. In the national policy context, it is left to higher education institutions to decide whether to offer career services, what form they should take, and what level of resources they should have. Pressures on the core activities of career services are changing their nature and raising questions about their future form. Extension of supplementary activities developed around the core activities could lead to broader strategic options. Seven strategic directions for career services could lead to major restructuring. Four options are based on stronger embedding within the institution: integrated guidance, integrated placement, curriculum, and learning organization. Three are based on delivering career services after graduation: extended support, lifelong guidance, and alumni. Professional issues include structures of professional collaboration, recruitment and professional development, and quality assurance. A checklist of strategic issues and a process for strategic planning have been proposed. (YLB)

ED 419 173 CE 076 486

Watts, Tony; Ford, Geoff
Trade Unions and Lifelong Guidance. NICEC TUC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Choice; Career Development; Career Education; Career Exploration; *Career Guidance; *Employer Employee Relationship; Foreign Countries; Guidance Programs; Labor Education; *Lifelong Learning; Staff Development; *Unions
IDENTIFIERS- England

Increasingly, people need lifelong access to high quality guidance on choices relating to learning and work. Unions can plan a key role as advocates and deliverers of information, advice, and guidance. Lifelong learning and guidance assume more importance as the concept of a job for life disappears. Career guidance helps individuals explore their options, develop the confidence and knowledge to make informed choices, and learn how to make plans and put them into effect. Front-line guidance activities are probably of most direct relevance to unions. They realize the long-term value of lifelong learning and guidance initiatives to company and individuals and find their involvement increases their attractiveness to members and prospective members. Unions can play key roles in developing learning and guidance provision: providing the necessary atmosphere of trust and credibility; reaching out and communicating; identifying employees' learning needs and feeding them back to management; acting as advocates; and working with management to develop provision. Depending on their skills, union representatives can be involved in such roles as signposting, brokerage, and front-line guidance. Unions may help identify opportunities for companies to extend

PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Abuse; Children; Corporal Punishment; *Counseling; Counselor Certification; Counselor Role; Counselors; Graduate Study; Inclusive Schools; Meditation; *Pupil Personnel Services; Stress Management; Teachers
IDENTIFIERS- *Alabama; Dissociative Identity Disorder; Nature

Communicating ideas and information that will help counselors to implement the counseling role and develop the profession of counseling is the purpose of this journal. The first issue in volume 21 contains the following articles: "Policies and Procedures for Reporting Child Abuse in Alabama: Considerations for Counselors, Teachers, and School Officials" (Albert S. Miles, S. Allen Wilcoxon, and Karen Salem); "The School Counselor's Role in Inclusion" (Jamie Satcher and Glenda Reynolds); "Dissociative Identity Disorder (DID): Characteristics in Childhood" (Karla D. Carmichael); and "Teaching Students to Appreciate Nature as a Meditation Exercise for Personal Stress Management" (Brian F. Geiger). Issue 2 contains these articles: "The Candidates' Perspectives of Structured Preadmission Interviews: An Ethnographic Study" (Sandy Magnuson and Brad Chissom); "Corporal Punishment in Alabama: A Choice of Consequences" (S. Allen Wilcoxon and Albert Miles); and "Counselors and the Credentialing Process" (Susan Boes). (MKA)

ED 419 192 CG 028 432

Fielding, Sarah; Pili, Chris; Chambliss, Catherine
Promoting Awareness of a High School Peer Helping Program.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Advertising; Helping Relationship; *High School Students; High Schools; *Peer Counseling; Peer Influence; Program Effectiveness; Questionnaires; *Student Attitudes; Student Surveys; Use Studies
IDENTIFIERS- *Peer Support

Peer helping has recently been adopted by many schools, but use of these services remains mixed. The different ways in which peer helpers can be selected are described and examples of effective programs already in place are offered. The two types of cognitive processes used to evaluate advertising campaigns--automatic and strategic--are discussed and the three stages of the cognitive advertising process--attention getting, learning, and attitude formation--are likewise detailed. To find out whether advertising a peer helper program will increase the use and familiarity of students with that service, a study was conducted at a medium-sized public high school. It has been shown that familiarity plays an important role in advertising and it was hoped that advertising would increase students' use and familiarity of a peer program. To advertise the program, lists of peer helpers were placed in homerooms. Students (N=122) were then surveyed on their awareness of the program. Results indicate that although advertising did not elevate usage, familiarity with the program did increase. There was a correlation between knowing a peer helper and thinking the program is good for the school. It is suspected that the advertising was not as salient as it could have been. Contains

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Drinking; Elementary Secondary Education; Illegal Drug Use; Peer Influence; *Preadolescents; *Predictor Variables; Prevention; Risk; Smoking; Social Networks; *Student Attitudes; Student Behavior; Student Surveys; *Substance Abuse
IDENTIFIERS- Psychosocial Factors; *Risk Assessment; Student Opinion Survey

Adolescent drug use in the United States remains higher than that of any other industrialized country. To explore this problem, demographic and psychosocial variables from a survey of 346 pre- and early adolescents were used to predict membership in clusters of students with varying substance use attitudes and expectancies. Cluster analysis produced five clusters of students: "Likely Abstainers," "Gatewayers," "Pleasure Seekers," "Likely Drinkers," and "Risk Takers." Various statistical analyses revealed that peer approval of alcohol, general competence, extent of social network, and non-traditional others predicted membership in the five clusters. The Likely Abstainers were composed of students with the lowest risk on the four variables in the model, whereas the Likely Drinkers were characterized by students with higher risk on those variables. The other clusters were characterized by students with two or more risk factors. The model was significant in predicting cluster membership for a cross-validation sample of 350 pre- and early adolescent students. (MKA)

ED 419 212 CG 028 480

Nilsson, Ingrid
Social Justice and Welfare State in Decline.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Objectives; *Equal Education; Foreign Countries; Global Approach; Government Role; *Role of Education; School Policy; *School Role; Social Attitudes; *Welfare Services
IDENTIFIERS- Europe; *Social Justice; Sweden

Many of the educational changes during the last decade are international in respect to both form and content. Behind the global flow of ideas and ideologies, there is an accelerated competition for positions at the marketplace. The role of education in the new liberal rhetoric is explicitly to give direct and substantial economic results. Governments are not supposed to promote social justice, but to catch signals from the market and the consumers, and to introduce competition, choice and diversity into new fields. To examine these developments, a discussion of the concept of social justice in relation to the emergence of the welfare state is offered. The paper describes some of the education changes in Europe, particularly in Sweden, and presents statistics from the National Agency for Education. In Sweden, the welfare policy was introduced after World War II with a motivation close to Rawls' "distributive" definition of social justice. Equal

This book addresses the problems of reading and the teaching of reading in the United States, where 43% of children test below grade level in reading and 42 million adults are functionally illiterate. The book contends that both the whole language approach and phonics are not viable methods of teaching reading and explains why. It argues that the ability to read depends on the ability to hear the sounds of English correctly and on a working knowledge of the "spelling code," which is the key to how English spelling works: what letters and letter combinations go with which sounds. This connection of sounds and the symbols that represent them is crucial to learning how to read. This method is scientifically proven and has transformed so-called dyslexics and troubled readers into expert readers and spellers. Chapters in the book are titled: (1) Reading Report Card; (2) Readers Reading: How Do We Do It?; (3) Transcribing Talk; (4) Alphabets: Splitting Sounds; (5) The English Alphabet Code; (6) Science to the Rescue; (7) The Child's Mind and Reading; (8) The Proof of the Pudding: Reading Programs That Work; (9) Beginning Reading Right; (10) Mastering the Advanced Code in Reading, Writing, and Spelling; (11) Helping Those Who Didn't Make It; (12) Remedial Reading Programs; and (13) What's a Parent to Do? Besides the usual notes and references, a glossary of relevant terms is attached, as are both a subject and an author index. (NKA)

ED 419 231 CS 013 200

Calkins, Lucy; Bellino, Lydia
Raising Lifelong Learners: A Parent's Guide.
PUB DATE- 97
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Child Rearing; Elementary Education; *Family Environment; Individual Development; Language Arts; *Lifelong Learning; *Parent Child Relationship; *Parent Participation; Parent Role; Parent Teacher Cooperation; Parents as Teachers; Preschool Education
IDENTIFIERS- *Learning Environments

Based on the idea that parents are their children's first and most important teachers, this book gives practical suggestions for how parents can best nurture the qualities of initiative, thoughtfulness, curiosity, resourcefulness, perseverance, and imagination that are fundamental to all that children will do and become in their lives. Drawing upon the influential philosophy of active learning, the book shows parents how to create a literate environment at home that will support their children's skills as emerging readers, writers, mathematicians, scientists, and historians. Parents should show children their own love of books and they should create homes where children learn with enthusiasm as they play games, do chores, or talk about their day--this provides the foundation for a lifelong love of learning. There are chapters on talk as a foundation for literacy, on early reading and writing, and on reading and writing in the middle childhood years. The book's final section provides parents with knowledge and information about how to be co-creators of their children's school experiences. Appendixes consider how to pick a preschool; what to know about a curriculum; reading in school; testing and assessment in classrooms; how to build a partnership with a child's teacher;

Fiction; *Multicultural Education; *Picture Books; Reading Material Selection; Reading Research; *Sex Stereotypes; Sexism in Language; Teacher Role
IDENTIFIERS- *Gender Issues

Research has examined how gender stereotypes and sexism in picture books affect the development of gender identity in young children, how children's books in the last decade have portrayed gender, and how researchers evaluate picture books for misrepresentations of gender. A review of the research indicated that gender development is a critical part of the earliest and most important learning experiences of a young child. Picture books provide role models for children in defining standards for feminine and masculine behavior; gender stereotypes and sexism limit children's potential growth and development; non-sexist books can produce positive changes in self-concept, attitudes, and behavior; and picture books in the last decade have shown some improvement in reducing stereotypes, but subtle stereotypes still exist. Recommendations include: teachers, parents, and care-givers need to be critical in evaluating books they plan to share with young children; teachers and parents need to become familiar with criteria for evaluating books; teachers need to be critical in selecting multicultural literature; more minorities, particularly authors of Mexican American and African American ethnicity, need to write fiction for young children that authenticate their heritage; universities need to train teachers to be aware of the use of male-dominated language and the positive benefits of using non-sexist books and classroom materials; and research on books published should continue. (Contains 21 references, appendixes contain a checklist for sexism in children's literature, and two tables and two figures of data. (RS)

ED 419 249   CS 216 345

Henning, John
Meaning as Structure: How Interpretants Become Signs in Text.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Cognitive Processes; English Instruction; Grade 11; High Schools; Interpretive Skills; Protocol Analysis; Reader Response; *Reading Comprehension; Semiotics; *Text Structure; *Thinking Skills
IDENTIFIERS- Cognitive Research; *Text Building; *Text Processing (Reading)

A study aimed to discover a correspondence between the thinking processes and textual structures of six eleventh graders. In a predominantly White, middle class rural high school, six students were selected to think aloud as they read two essays written as part of two assignments for their advanced English classes. The six were selected based on the texts they composed and classified into three pairs representing high, middle, and low levels of text complexity. Analysis of the student protocols indicated that the students who composed the most complex texts also possessed the highest awareness of their thinking processes while reading. Contains 2 tables and 34 references. (NKA)

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; Educational Change; *Educational Innovation; Elementary Secondary Education; Evaluation Utilization; *Marketing; *Public Relations; Public Support; School Business Relationship; *School Community Relationship

The purpose of this book is to provide public school systems with a fresh and unique approach to building community support. The book suggests that schools must build community support, discusses who the customers segments are, and outlines the diverse ways that public schools can begin to develop strong bonds with each customer segment. It discusses concrete methods to build information bases that can enable schools to understand and communicate with important community leaders and offers ideas on surveys, focus groups, and demographic studies. Insights on the importance of image are also discussed, and numerous practical strategies that schools can implement without great costs are described point by point. These ideas include database marketing techniques, program-evaluation models, and advertising. The last two chapters delineate the procedures for passing school referenda or budgets and a summary of the text. (RJM)

ED 419 269 EA 028 974

Warwick, Ron
Beyond Piecemeal Improvements: How To Transform Your School Using Deming's Quality Principles.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Educational Change; *Educational Improvement; Educational Innovation; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Instructional Leadership; Professional Development; School Effectiveness; *Total Quality Management
IDENTIFIERS- Deming (W Edwards); Total Quality Education

Ways that educators can improve America's schools using Deming's total-quality-improvement methods are detailed in this book. The book draws upon the following beliefs: (1) people should be recognized for excellent work; (2) evaluation is essential to improvement; and (3) intrinsic motivation must be enhanced and pride in workmanship nurtured. The book begins with an overview of the perceived crisis in the schools, offering an historical perspective of the situation. The book shifts the focus of improving education from evaluating education professionals to evaluating the educational system. It defines a system as a network of functions, elements, and processes within an organization. The book then focuses on what schools can do to implement quality instruction, pays special attention to improving quality through system transformation, ways to optimize educational systems, how to understand common and special causes of system variations, how to use knowledge to gain improvement, and how to draw on psychology to enhance motivation. The last section looks at how to maintain continual improvements--providing concepts, implications, steps,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; Classroom Environment; Comparative Analysis; Elementary Education; Longitudinal Studies; *Program Effectiveness; Program Evaluation; *Small Classes; Teacher Student Ratio
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

A short overview of an experimental evaluation of lower teacher-pupil ratios is presented in this report. The research under review is the Student Teacher Achievement Ratio (STAR) project. This longitudinal project was conducted in Tennessee and was designed to prove to state legislators the efficacy of smaller class sizes. For STAR, evaluation data included standardized measures of student outcomes and progress, teacher logs, observations in classrooms, student data (attendance, behavior, age, race, sex, free lunch, etc.), and data about teachers and administrators. Some of the positive results that emerged were: (1) small classes benefit all students, but minority and traditionally hard-to-teach students received approximately twice the benefit from the same investment and treatment; (2) small classes benefited teachers and parents and improved instruction; (3) students in small classes were less likely to be held back than students in large classes; (4) STAR students performed better on all measures; and (5) benefits obtained in K-3 remained with students up through at least grade 9. Other findings, such as the ineffectiveness of teacher aides, are also reported. Contains 27 references. (RJM)

ED 419 290 EA 029 051

Achilles, C. M.; Sharp, Mark; Nye, B. A.
Attempting To Understand the Class Size and Pupil-Teacher Ratio (PTR) Confusion: A Pilot Study.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 27-March 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Classroom Environment; Comparative Analysis; *Definitions; Elementary Secondary Education; Program Effectiveness; Program Evaluation; *Small Classes; *Teacher Student Ratio

Confusion over the concepts of class size and pupil-teacher ratio (PTR) creates a conundrum for researchers, policy makers, and practitioners. An examination of how these two concepts are different is presented in this paper. A review of the literature suggests that class-size reduction makes a positive overall difference in student achievement, whereas an increase in the PTR is associated with lower student achievement. To explore this finding, a study on the two concepts was performed using 104 elementary schools and 12 secondary schools. The results show that class-size reductions do influence student outcomes positively but that PTR changes do not influence student outcomes significantly. A number of recommendations for future research are made, such as the importance of professional and policy persons using the terms PTR and class size with precision; that researchers continue to conduct studies on both PTR and class size; that researchers reanalyze prior studies using consistent definitions; and that policy-related research focus on ways to benefit students directly. Some implications for funding, policy implementation, probable roadblocks, and plans for future studies are provided. Contains

ED 419 309 EC 306 392

Crudden, Adele; McBroom, Lynn W.; Skinner, Amy L.; Moore, J. Elton
Comprehensive Examination of Barriers to Employment among Persons Who Are Blind or Visually Impaired.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Adults; Delivery Systems; *Employer Attitudes; *Employment Opportunities; *Employment Problems; Mobility; Social Networks; Success; Surveys; *Transportation; *Visual Impairments
IDENTIFIERS- Americans with Disabilities Act 1990; *Attitudes toward Disabled; *Reasonable Accommodation (Disabilities)

A survey of 166 employed persons with visual impairments investigated major barriers to employment, how these barriers were overcome, and their perceptions on why they were successful in overcoming barriers when many individuals are not successful. Results of the survey indicate that the primary barriers to employment were employer attitudes, transportation and mobility problems, print access, adaptive equipment and accommodations, and lack of job opportunities. Approximately 44 percent of the participants attributed their employment to successful networking with coworkers, customers, and others rather than to a service delivery system. Approximately 40 percent of consumers attributed their ability to become employed to their own direct business contacts through cold calls to employers, job fairs, and other methods. A much smaller number attributed their employment to assistance from government agencies, rehabilitation providers, or school personnel. The need for national policy changes or initiatives to overcome barriers to employment for individuals with visual impairments is urged. Recommendations include an aggressive public awareness campaign by the Equal Employment Opportunity Commission with regard to complaints filed under Title 1 of the Americans with Disabilities Act to help make employers more aware of their responsibilities. (Contains 70 references.) (CR)

ED 419 310 EC 306 393

Thompson, Anne R.; Bethea, Leslie L.; Rizer, Harry F.; Hutto, Melanie D.
Students with Disabilities and Assistive Technology: A Desk Reference Guide.
SPONS. AGENCY- Mississippi State Dept. of Rehabilitation Services, Jackson.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); Attention Deficit Disorders; Check Lists; *Disabilities; *Educational Environment; Elementary Secondary Education; Epilepsy; Hearing Impairments; Language Impairments; Learning Disabilities; Physical Disabilities; Specialists;

ED 419 328 EC 306 414

Shapiro, Edward S.
A Regional Consulting Center To Assist School Personnel in Working with Early Adolescents with Attention Deficit Disorders.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attention Deficit Disorders; *Consultation Programs; *Cooperative Programs; *Early Adolescents; Information Dissemination; Inservice Teacher Education; Intermediate Grades; Models; Outreach Programs; Paraprofessional School Personnel; Parent Education; *Regional Programs; Secondary Education; *Staff Development
IDENTIFIERS- Lehigh University PA

This final report describes activities and accomplishments of the Regional Consulting Center for Early Adolescents with Attention Deficit Disorders, a personnel training project for teachers and related services personnel working with students with attention deficit disorders (ADD) in the 5th through 9th grades. The program emphasized collaborative consultation among students and teachers, teachers and consultants, and school personnel and parents. The Center provided three levels of service. At Level 1, a series of 2-day inservice programs were repeated three times per year. At Level 2, on-site consultative services to referring districts within a 50-mile radius of Lehigh University (Pennsylvania) were offered. Level 3 services involved regional, statewide, and national dissemination of the model, follow-up consultation with participating school districts, and provision of advanced training, including week-long summer institutes. A total of 57 school districts participated. Consultation and intervention services were provided to a total of 761 students. The project had direct contact with 2,436 school-based personnel, including 492 parents. Follow-up data three months after consultation services from 43 districts showed that 71 percent were using the recommended intervention three months later. Individual sections of the report describe the program's objectives, results, and recommendations. Appended is the evaluation report for the second year of the project. (DB)

ED 419 329 EC 306 415

Moore, Caroline; Gilbreath, Debra; Maiuri, Fran
Educating Students with Disabilities in General Education Classrooms: A Summary of the Research.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Compliance (Legal); Delivery Systems; *Disabilities; Diversity (Student); Educational Change; Educational Principles; Elementary Secondary Education; *Inclusive Schools; *Instructional Effectiveness; Mainstreaming; Mild Disabilities; *Peer Relationship; *Regular and Special Education Relationship; Severe Disabilities; Special Education; *Student Placement; Teacher Collaboration

Vellutino, Frank R.; Scanlon, Donna M.
Research in the Study of Reading Disability: What Have We Learned in the Past Four Decades?.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Conference of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Decoding (Reading); *Dyslexia; Elementary Secondary Education; *Etiology; Phonics; *Reading Difficulties; Reading Skills; *Word Recognition

This paper summarizes some of the most important findings from research that evaluated the hypothesized causes of specific reading disability (dyslexia). It first discusses the immediate causes of reading difficulties in terms of deficiencies in component reading skills that might cause such difficulties and concludes that inadequate facility in word identification caused by more basic deficits in alphabetic coding are the immediate and most basic causes of difficulties in learning to read. The paper then discusses hypothesized deficiencies in cognitive abilities underlying reading ability as basic causes of specific reading disability, and concludes that phonological skills deficiencies associated with phonological coding deficits are the probable causes of the disorder rather than visual, semantic, or syntactic deficits. Hypothesized deficits in general learning abilities are also ruled out as probable causes of reading disability. The paper concludes with a brief review of results from an intervention study that tracked the progress of children classified in first grade as impaired or normally developing readers from the time they entered kindergarten through the end of fourth grade. Findings demonstrate that only a very small percentage of children with reading impairments are afflicted by basic cognitive deficits that underlie their reading difficulties. (Contains 2 figures and 66 references.) (Author/CR)

ED 419 348 EC 306 437

James-Weagraff, Pat; Donaldson, Diane
Teachers as Verbal Perpetrators.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 15-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; *Classroom Communication; Elementary Secondary Education; *Self Management; *Stress Management; *Teacher Behavior; Teacher Improvement; *Teacher Student Relationship; *Verbal Abuse

This paper briefly discusses: violence as a context for verbal abuse; the legacy of student discipline in schools; a model indicating that verbal abuse is learned; data showing teachers decreased as their child entered adolescence. (Contains 66 references.) (CR)

ED 419 366 EC 306 455

Frey, Mary R.
Considerations in IEP Development for Children Who Are Deafblind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Deaf Blind; *Educational Planning; Educational Strategies; Elementary Secondary Education; *Individualized Education Programs; *Parent Participation; *Parent Teacher Cooperation; *Teamwork

This information sheet discusses the eligibility of students with both auditory and visual impairments for special education services, and the development of Individualized Education Programs (IEPs). It describes the preparation necessary before the IEP team meeting and parent participation during the meeting. The process of developing an IEP is explained, including the drafting of both annual goals and short-term learning objectives. The joint effort between educators and parents in the development of an IEP is emphasized. For children who are deaf-blind, the focus of the IEP is described as exploring and trying different communication options and establishing the foundations of a communication system. In later years, it is recommended that the focus be on the expansion of the communication system and on increased interaction with friends and classmates. Parents are urged to question staff about the teaching methods that work best for their child. It is recommended that skills targeted in the IEP are directly observable and measurable, with specific criteria for success listed. Supports that educators and parents might want to consider to enable student participation are listed and include supports relating to personal needs, physical needs, sensory needs, staff and peer education, and provision of access and opportunities. Appended is a brief description of the Pennsylvania Deafblind Project. (CR)

ED 419 367 EF 005 041

Olson, John R.
Facility and Equipment Management for Sport Directors.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Administrator Guides; *Athletes; *Facility Guidelines; Facility Utilization Research; Management Systems; Space Utilization
IDENTIFIERS- Athletic Administration; *Athletic Directors; *Facility Management

This book, intended for directors or managers of sport

NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Bilingualism; Educational Needs; *Indigenous Populations; *Language Maintenance; Languages; *Native Language Instruction; *Uncommonly Taught Languages

This paper synthesizes ideas expressed in 25 papers from the 1997 Fourth Annual Stabilizing Indigenous Languages Symposium (Flagstaff, AZ) on teaching indigenous languages and argues that American Indian languages in particular should be maintained through the schools, not at the expense of the learning of English and not simply for archival reasons, but because they are conduits for indigenous cultures that have real value in the modern world. It is proposed that American Indian communities have a hierarchy of needs based on the current health of the corresponding language. The indigenous language requires differential interventions to strengthen and maintain its health. A chart of interventions is provided. For academic success in the language beyond the fourth grade level, students must expand their language knowledge from primary discourse (conversational proficiency) to secondary discourse. Teacher education is critical in this area, as is the value given overtly to the language. No one community or school has the answers to keeping an indigenous language alive, but through sharing successes and learning from failures, their extinction can be averted. Contains 29 references. (MSE)

ED 419 389 FL 025 217

Brooks, Clifford J.
Negative, Positive, and Neutral Views of Bilingual Education: A Content Analysis of "Readers' Guide Abstracts" and "Readers' Guide Abstracts Select."
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Abstracts; *Bibliographic Records; *Bilingual Education; Citation Analysis; *Indexes; *Negative Attitudes; *Public Opinion

A study investigated the way in which the field of bilingual education was represented in general periodical literature over an eight-year period (1988-1996). Content analysis methods were used to identify the percentages of negative, positive, and neutral abstracts found under the subject heading of "bilingual education" in the "Reader's Guide Abstracts" and "Reader's Guide Abstracts Select" on CD-ROM. Citations and abstracts from both sets were categorized by four raters as reflecting positive, negative, or neutral attitudes toward bilingual education. Results indicate an overwhelming proportion of negative abstracts in both resources, with the "Select" version having an even greater percentage. Publisher selection criteria and guidelines are examined in relation to standard collection development policy. Implications for bilingual education supporters and media specialists are explored. The need for

ED 419 411 FL 025 254

Dryer, Matthew S.
Obviation Across Clause Boundaries in Kutenai.
PUB DATE- 97
NOTE- 20p.; For complete volume, see FL 025 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; Language Patterns; *Language Research; *Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Clauses; *Kootenai

Kutenai has an obviation system reminiscent of the systems found in Algonquian languages, in which at most one third person nominal in a clause is proximate and others are obviate. Although the behavior of proximate nominals within clauses and within texts reflects a special status for proximates as having some sort of "higher rank" than obviates, it is concluded that there is no evidence of any syntactic conditions governing obviation across clause boundaries apart from those that also apply within clauses, there can be no more than one proximate per sentence, and coreferential nominals must agree in obviation. In particular there is no evidence of any conditions reminiscent of "binding" conditions, or any conditions by which proximates are preferred in higher positions than obviates. (Contains 10 references.) (Author/MSE)

ED 419 412 FL 025 255

Maia, Marcus
Verb Agreement and the Structure of the Clause in Karaja.
PUB DATE- 97
NOTE- 15p.; For complete volume, see FL 025 251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; Foreign Countries; *Grammar; Indigenous Populations; Language Patterns; *Language Research; *Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages; Verbs
IDENTIFIERS- Brazil; *Clauses; *Karaja

A study of verb agreement and clause structure in Karaja, a Brazilian indigenous language of Macro-Je stock, discusses the subject and object agreement systems with relation to the Feature Specification Constraint. Implementation of the SOV order in Karaja is then analyzed and evidence is presented for the existence of a single functional phrase that must be postulated in order to handle the OV word order and check the object structural case. Object clitic constructions are then contrasted with object verb-internal affixes, and main verbs with auxiliaries. Concluding remarks are offered on the structure of the clause and the parametrization of the functional category of Agreement. (Contains 13 references.) (Author/MSE)

ED 419 413 FL 025 259

Hamatani, Eloise Pearson
Defining the Graduation Thesis & Identifying Student Needs.
PUB DATE- 97
NOTE- 46p.; Paper presented at the Annual Meeting of the Japan

Nations; Elementary Education; *English (Second Language); Foreign Countries; Fulani; *Indigenous Populations; Indonesian; Language Attitudes; Language Minorities; *Language Research; Language Variation; Linguistic Theory; *Literacy Education; *Second Language Instruction; Uncommonly Taught Languages; *Womens Education

The eight issues of the journal on literacy and literacy education contain papers on: a research project on transitional education; passive literacy among the Cheyenne; constructing a syllabus using the Gudschinsky method (in French); trends in literacy education; "indiginizing" punctuation marks; literacy acquisition among Peruvian Amazon communities; an experiment in Mayan poetry; grassroots literacy curriculum development for elementary schools; management of a community literacy and development program; perceptions of language and literacy; tone orthography and pedagogy; the lasting impact of literacy; genre-based approach to literacy; transition literacy in sub-Saharan Africa; Summer Institute of Linguistics and Bilingual Education in Peru; impact of literacy on women and development in South Asia; women's education in developing countries; an adult literacy program in northwestern Zaire; visual-auditory-tactile-kinesthetic integration; culturally-embedded literacy among the Fulani; a literacy program management training initiative in eastern Africa; Bhola's total literacy system; sheltered instruction for language minority populations; linking literacy and development; perceptions of eastern Indonesian community leaders concerning vernacular reading needs for development; orthography testing in Botswana; reading long words; biliteracy in rural settings; literacy in Africa; reading skills and attitudes; literacy on the Cavasi reservation; and Natgqu orthography. (MSE)

ED 419 433 FL 801 231

Arnold, Wesley; Blue, Jama; Bosma, Amy Sak; Gillet, Rosemary; Korzhenyak, Ida; McCoy, Angelita Lopez; Nikiforov, Victoria; Nowak, Charlotte; Rande, Eileen; Rice, Susan M.
The Best of ESL: Practical-Strategy Guide for ESL.
PUB DATE- 97
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Audiovisual Aids; Class Activities; Classroom Environment; Classroom Techniques; *Cooperative Learning; *Cultural Awareness; *Dialogs (Language); Educational Strategies; *English (Second Language); Figurative Language; *Grammar; Idioms; Instructional Materials; Literacy Education; Mentors; Second Language Instruction; *Writing Instruction; Writing Processes

The guide consists of essays on classroom practice and strategy in adult English-as-a-second-language (ESL) instruction. Essays on practice include: "Benefits of Cooperative Learning: A Guide for Beginning ESL Teachers" (Amy Sak Bosma); "Process Writing in the Adult Education Classroom" (Rosemary Gillet); "Grammar for Pre-Literates" (Ida Korzhenyak); "Take Home Messages--Language and Culture at a Glance" (Angelita Lopez McCoy); "'I Caught Him Red-Headed' or the Joys and Sorrows of Teaching Idioms in Adult ESL" (Victoria Nikiforov); "Why Use Dialogues in ESL?" (Charlotte Nowak); "Paper Mentor" (Eileen Rande); and "How To Set Up Materials and Visuals in the Adult ESL Classroom" (Susan M. Rice). The strategy guide includes descriptions of a variety of ESL activities and techniques,

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Degrees (Academic); Doctoral Degrees; Full Time Students; Graduate Students; Graduate Study; Higher Education; Masters Degrees; Part Time Students; Paying for College; *Professional Education; Statistical Data; Student Costs; Student Employment; *Student Financial Aid
IDENTIFIERS- *National Postsecondary Student Aid Study

This report uses data from the 1995-96 National Postsecondary Student Aid Study to describe the financing of graduate and first-professional education. It begins with a series of profiles of students in selected graduate and first-professional programs, followed by a compendium of tables that provide detailed data on student characteristics, types of financial aid, sources of financial aid, and employment. Each section is prefaced by highlights summarizing major findings related to the section's topic. Among these highlights are: (1) for Master of Business Administration, about 87 percent of students worked while enrolled and 49 percent received aid from their employers; (2) for education master's, 86 percent worked while enrolled and 41 percent received financial aid; (3) for Master of Arts or Science in fields other than education, 83 percent worked while enrolled and 58 percent received financial aid; (4) for Doctor of Philosophy, 80 percent of those who worked considered themselves to be primarily students and two-thirds received financial aid; (5) for Doctor of Education, 98 percent worked while enrolled; (6) for Doctor of Medicine, 31 percent worked while enrolled and 71 percent borrowed for their education; and (7) for law (LLB or JD), 56 percent worked while enrolled and 81 percent received some financial aid. Appendices include a glossary and technical notes. (DB)

ED 419 453 HE 031 225

Zlotkowski, Edward, Ed.
Successful Service-Learning Programs. New Models of Excellence in Higher Education.
PUB DATE- 98
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *College Curriculum; Community Colleges; Diversity (Institutional); Higher Education; *Outreach Programs; Program Effectiveness; *School Community Programs; School Community Relationship; *Service Learning; *Student Volunteers; Undergraduate Study

The 11 chapters in this book describe successful innovative programs of service learning at the undergraduate level. Emphasis is on how different kinds of institutions, facing different internal and external circumstances, have made service-learning an institutional asset. The chapters are: (1) "Introduction: A New Model of Excellence" (Edward Zlotkowski); (2) On the Shoulders of Giants: Building on a Tradition of Experiential Education at Augsburg College" (Garry Hesser); (3) "Curriculum and Community Connection: The Center for Service-Learning at Bates College" (James Carignan); (4) "Redrawing the

ED 419 472 HE 031 249

Clagett, Craig A., Ed.
The MAHE Journal, 1997.
PUB DATE- 97
NOTE- 84p.; For the 1995 issue, see ED 394 365.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Developmental Programs; Distance Education; Educational Technology; *Educational Trends; Entrepreneurship; Futures (of Society); High Risk Students; *Higher Education; Occupational Therapy; School Business Relationship; Student Attitudes; Technological Advancement

This annual serial issue of the Maryland Association for Higher Education (MAHE) contains eight papers on issues and research in higher education at institutions in Maryland. The papers are: (1) "The Next Fifty Years of Maryland Higher Education" (Edward O. Clarke, Jr., chairman of the Maryland Higher Education Commission), which urges institutions to embrace change in the 21st century; (2) "Higher Education's Role in Workforce Development" (Patricia S. Florestano, Maryland Secretary of Higher Education), which argues that higher education has a key role to play in workforce development; (3) "The Origins of 'Entrepreneurialism' in American Higher Education" (Margaret Masson and Jim Westwater, both past presidents of MAHE), which asserts that higher education has become a corporate enterprise and that success for all organizations now requires them to become learning organizations; (4) "The Widening Gyre: Getting Ready for Information Age Learning in Maryland's Community Colleges" (Jon H. Larson), which discusses the creation and goals of the Maryland Community Colleges Technology Council; (5) "Assessing and Meeting the Technology Needs of Maryland's Community Colleges" (Craig A. Clagett), which presents results of a statewide technology needs assessment survey; (6) "The Maryland Community College Research Group: 1972-1997" (Hershel Alexander), which recounts the contributions of this group on its 25th anniversary; (7) "Student Perceptions of Distance Education Techniques in an Occupational Therapy Program" (Charlotte E. Exner); and (8) "Enrollment and Achievement of Underprepared Students: A Community College Case Study" (Craig A. Clagett), which explores the extent and outcomes of developmental education at a large Maryland community college. (Some papers contain references.) (DB)

ED 419 473 HE 031 251

Employment and Postsecondary Persistence and Attainment. Indicator of the Month.
PUB DATE- 98
NOTE- 4p.; Extracted from "The Condition of Education, 1997"; see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Students; Colleges; Degrees (Academic); Followup Studies; Full Time Students; Higher Education; Longitudinal Studies; Part Time Students; Postsecondary Education; *Student Employment; *Time to Degree; Two Year Colleges; Universities
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This brief report presents data on employment and postsecondary

018 916.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; Curriculum Development; Distance Education; *Educational Technology; Instructional Design; *Instructional Materials; Material Development; Multimedia Materials; Portfolios (Background Materials); Staff Development; Student Projects; Visual Aids; World Wide Web
IDENTIFIERS- Digital Technology; *Technology Integration

Topics of NECC '98 (National Educational Computing Conference) papers presented at this conference on technology in education include: digital portfolios; technology-integrated multidisciplinary curriculum design; a virtual Web site; a computer literacy course; Internet projects for various subjects; staff development; music videos; interaction of presentation mode and learning style; home/school connections; professional development; schoolwide reform; statewide technology-based cooperative programs; World Wide Web graduate educational technology courses; teacher training with CD-ROM and World Wide Web; Web site development; videoconferencing; virtual reality; HyperStudio animation; multimedia educational resources; classrooms as international learning communities; collaborative learning in graduate study; online teacher education communities; digital camera in the classroom; constructivist classrooms; gender equity; collaborative activities; enhancing literacy; troubleshooting; knowledge networks; materials for students with disabilities; virtual schools; educational improvement; standards-based curriculum; support staff; policy issues in open learning; quality assessment; computer labs; benchmarks; laptop schools; distance learning; parental involvement; wireless infrastructure in education; simulation design; intranets; instructional strategies; AskERIC; GEM; empowerment; spreadsheets; search strategies; mentor programs; and evaluating technology. (AEF)

ED 419 492 IR 018 903

Avitabile, John
Interaction of Presentation Mode and Learning Style in Computer Science.
PUB DATE- 98
NOTE- 10p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Conventional Instruction; Hypermedia; *Instructional Materials; Interaction; *Learning Processes; Lecture Method; *Multimedia Materials; Nontraditional Education; Teaching Methods

The purpose of this study was to investigate the interaction of student learning style and presentation mode on student learning in an introduction to computer science class. The learning styles studied were sensing and intuiting, as identified by the Myers-Briggs Type Indicator. The presentation mode was either traditional lecture or hypermedia. Research has suggested that multimedia methods enhance student learning and that multimedia methods particularly enhance student learning settings. Overall, a majority of the teachers surveyed stated they did not like to teach with technology. Primary teachers have a high level of integration with language arts, science, and math; however, they have a low integration level with social studies, health, art and music. Forty-four percent of primary and 50% of upper grade teachers use the computer for drill-and-practice games. Both primary and upper grade teachers state they have the knowledge to be effective technology integrators. A majority of them blame time as the greatest barrier to their successful integration of computers. Implications for pre-service and in-service teachers and present and future research are discussed. (AEF)

ED 419 513 IR 019 134

Labaree, Robert V.
Computer Literacy Empowerment Strategies in a Social Context: A Sample Approach To Teaching a Credit Course.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Critical Thinking; *Empowerment; *Information Literacy; Information Technology; Learner Controlled Instruction; Learning Strategies; *Library Instruction; Nontraditional Education; Teaching Methods
IDENTIFIERS- *Technology Role

This paper describes a model course that places the intersection of information literacy and critical thinking within the conceptual framework of how information technology impacts cultural, political, economic, and social systems in American society. Stepping beyond the boundaries of traditional library instruction, this model course also attempts to critically construct meaning based on diverse perspectives and experiences as well as build a bridge of relevancy between the abstractions of what it means to be information literate and the individual's ability to participate in an information society. In so doing, the curriculum is transformed from an active learning strategy incorporating critical thinking competencies and student-centered learning to an empowerment learning strategy embracing a model of relevancy-centered critical thinking and an emphasis on the student-teacher relationship as the catalyst for knowledge acquisition. (Author)

ED 419 514 IR 019 135

Alagbe, Agodi F.; Lemlech, Johanna K.
Middle School Teachers' Use of On-Line Communications.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Educational Technology; Instructional Development; Intermediate Grades; *Internet; Junior High Schools; *Middle

improving a student's opportunities for success in a distance education setting. Informing students of the basic functions of the technical equipment and the day-to-day operation of the classroom could yield a more positive attitude towards the technology. (AEF)

ED 419 533 IR 019 157

Gaynor, Alan K.; Vescuso, Nancy J.
A Theory of Curriculum Change in Schools: The Case of Integrating Computer Technology into Instruction in a Suburban Elementary School.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Curriculum Development; Educational Change; *Educational Technology; Educational Theories; Elementary Education; *Elementary School Curriculum; Program Implementation
IDENTIFIERS- *Technology Integration

This paper reports a project being conducted in collaboration with teachers and administrators in an elementary school in an affluent suburban school district. The purpose of the project is to formulate a theory of curriculum change that will be useful to people in the school, the school district, and the community interested in intensifying the integration of computer technology in the teaching of various subjects in the school. The central hypotheses highlight the importance of teachers and student learning as powerful factors in the success or failure of the computer integration effort. In summary, while there are many potential self-reinforcing loops which could be harnessed to generate growth in the use of computer for instruction in the elementary school under analysis, growth is ultimately bounded by financial constraints related to the willingness of the community to bear the tax burden and by the willingness of teachers to put in the preparation time required to take advantage of the potential of computer instruction to enrich and individualize instruction. A list of factors influencing the integration of computer technology into instruction is appended. (AEF)

ED 419 534 IR 056 985

Stadler, Catherine
School Libraries in South Africa. EPU Working Paper No. 2.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Educational Finance; *Educational Practices; Educational Resources; Educational Trends; *Elementary Secondary Education; Foreign Countries; Information Sources; *Library Development; *Library Funding; Resource Allocation; *School Libraries
IDENTIFIERS- *South Africa

The question of the provision of libraries to support primary and secondary education in South Africa has been overlooked by most education departments and educators and is not a focal point of

DESCRIPTORS- *Adult Students; Anxiety; *College Students; *Educational Benefits; Higher Education; *Nontraditional Students; *Paying for College; Reentry Students; Self Supporting Students; Student College Relationship; *Time Management

This paper includes tips on managing time and controlling anxiety for adults who want to go to college. The paper encourages adults to take the step of going to college and reminds them of the benefits of an education. Suggestions include the following: planning, preparing the family, thinking about priorities, knowing what to expect to gain from an education, how to approach studying, finding financial aid, and sources for special help for adult students and single parents. (KC)

ED 419 083 CE 075 921

Career Advancement: Should I Return to School? ICPAC Information Series.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; *Career Development; College Admission; *College Programs; *Education Work Relationship; Higher Education; *Nontraditional Students; Occupational Aspiration; Paying for College; *Promotion (Occupational); Reentry Students; *Student College Relationship

This paper discusses what type, if any, of additional education employees might need for career advancement, and how to obtain that education if it is deemed necessary. Information provided includes the following: questions to ask of college admissions offices, transferring credits, checking out employer educational benefits, determining financial impact, planning ahead, and what one can do with different types of degrees. (KC)

ED 419 084 CE 075 922

College Credit for Past Education and Life Experience. ICPAC Information Series.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; *College Credits; *Equivalency Tests; *Experiential Learning; Higher Education; *Nontraditional Students; *Prior Learning; *Reentry Students; Special Degree Programs; Student College Relationship; Transfer Policy

This report contains suggestions on how adults can secure college credit for past education and life experience. According to the report, there are eight categories of life experience that can be worth credit: work; homemaking; volunteer work; noncredit learning; travel; recreational activities and hobbies; reading, viewing, and listening; and discussions with experts. These experiences can be validated in several ways: prior learning assessment, a prior learning portfolio, standardized tests,

Financial Support; Labor Market; Leadership; Outcomes of Education; Program Administration; *Program Costs; Relevance (Education); Salary Wage Differentials; Staff Development; *State Programs; Statewide Planning; Student Characteristics; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Alaska; Carl D Perkins Voc and Appl Techn Educ Act 1990; Welfare Reform; Welfare to Work Programs

In 1997, 78,644 Alaskans participated in vocational education (VE) in a public secondary school or university. Enrollments in secondary- and postsecondary-level VE were approximately equal. At the secondary level, 57% of vocational students were male. Alaskan natives accounted for only 15% of the total vocational enrollment at the postsecondary level. Job placement was the goal for most VE, particularly at the postsecondary level. Of the 1994 VE program completers, 77% were employed in Alaska in the year after their graduation, and 46% were employed in an occupation directly related to their course of study. As a group, VE completers earned 52% more than graduates with no VE. For Alaskan natives and female completers of postsecondary VE, the wage benefits of VE increased 57% and 178%, respectively. State funding was by far the greatest source of funding for VE. Several significant trends were affecting VE in Alaska, including the following: Alaska's Quality Schools initiative, school-to-work, welfare reform, and Carl Perkins reauthorization. The following broad themes for VE program improvement were identified through a review of pertinent documents and interviews with VE stakeholders: embrace school reforms; engage in the state's economic development agenda; and provide leadership and resources. (Contains 39 references and an executive summary precedes the full report.) (MN)

ED 419 102   CE 076 363

Williams, Kenya
Colorado Certificate of Accomplishment. Level 1 ABE Resource Guide.
PUB DATE- 98
NOTE- 508p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Adult Basic Education; Adult Literacy; Adult Programs; Adult Students; Basic Skills; Behavioral Objectives; Check Lists; Classroom Techniques; Competence; *Competency Based Education; Functional Literacy; Integrated Curriculum; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Skills; *Numeracy; Portfolios (Background Materials); Reading Skills; Resource Materials; State Standards; *Statewide Planning; *Student Certification; Writing (Composition); Writing Skills
IDENTIFIERS- *Colorado; 353 Project

This resource guide contains learning activities designed to complement existing ABE curricula or become the cornerstone of an ABE curriculum integrating reading, writing, and math skills with practical life knowledge. The guide begins with an introduction, acknowledgments, and an overview of Colorado's Certificate of Accomplishment program, which is based on individual and interactive learning activities allowing students to learn at their own pace and demonstrate literacy and numeracy skills through a certificate process portfolio. Sections 3-6 contain the following: guidelines for using the

the state. The 5 issues contained the following: 28 articles relating to adult educational professional development information, resources, and meetings; 8 articles with information either from or concerning the Bureau of Adult Basic and Literacy Education; 7 articles relating to Pennsylvania's Workforce Development Program; 6 articles about recent adult education state or federal legislation; 6 articles dealing with electronic information resources in adult education; 4 articles describing local program activities; 3 articles concerning achievements of individual adult education students; and 2 articles relating to correction education. In addition, each issue carried a feature page titled "Newsletter Roundup" with 31 excerpts of relevant information from a wide range of newsletters; a page titled "People and Programs" which highlighted accomplishments of 26 individual adult educators and 21 programs; and "It's a Date," a page which lists a calendar of upcoming events in adult education. Three issues also included an insert section dealing primarily with activities of Project EQUAL (Educational Quality to Adult Literacy). (The five issues are included in this document.) (YLB)

ED 419 121 CE 076 393

Conrady, Sue R.
Work beyond GED. Final Report. Project #98-7011.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Career Counseling; *Education Work Relationship; Employment Potential; Employment Programs; *High School Equivalency Programs; *Job Skills; *Portfolios (Background Materials); *Work Experience Programs
IDENTIFIERS- 353 Project

A project was designed to give 43 students enrolled in a GED (General Educational Development) program the opportunity to combine educational and vocational training in order to succeed in both. By focusing on self-awareness, career awareness, career counseling, job shadowing, and job-site mentoring activities while studying for a GED diploma, students began to formulate a lifelong learning plan and view passing the GED as the first step toward the goal of full employment or further training and self-fulfillment. During the program, partnerships were formed with businesses, schools, and community-based organizations. Students were given a program with emphasis on career exploration and portfolio development. During the program, portfolios were developed for 27 participants, 5 students received job-site experiences, 10 students obtained jobs and 8 students entered other training programs. In addition, 25 students took their GED and 28 students were referred to other programs. The project participants recommended that adult literacy programs build relationships with area agencies and businesses and work closely with established school-to-work consortiums in order to facilitate student job-site experiences and job placement. (Includes a curriculum resource list, a student activity log, and sample student portfolios that were developed as part of the project.) (KC)

NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Choice; Career Development; Career Education; *Career Planning; Daily Living Skills; *Disabilities; *Education Work Relationship; Federal Legislation; High Schools; Job Training; Secondary Education; *Special Needs Students; Student Employment; *Student Evaluation; *Transitional Programs; Vocational Education

This book focuses on transition--the facilitation of the postsecondary adjustment of students, particularly those with disabilities, to work, leisure, and independent functioning in the community. Chapter 1 reviews definitions of transition, highlights a transdisciplinary transition model, and reviews federal legislation to facilitate transition. Chapter 2 discusses the following: a philosophical approach to assessment designed to assist in gathering accurate information about students; variables likely to influence assessment results and issues related to selecting and using assessment devices and interpreting assessment data; advantages and disadvantages of assessment techniques; and areas that need to be assessed for transition planning. Chapter 3 discusses issues associated with individual transition planning and practical and logistical factors to consider when establishing and implementing transition programs. Chapter 4 addresses these training areas: academic skills, vocational skills, career development and education; and life skills. Chapter 5 discusses the placement of students into employment, residential living, and postsecondary educational settings. Chapter 6 addresses the roles that educational professional, parents, students, and representatives from community agencies can assume in the transdisciplinary transition planning process. Chapter 7 discusses characteristics of successful transition programs and two types of model programs. An index is appended. End-of-chapter reference lists contain a total of 245 references. (YLB)

ED 419 139 CE 076 421

Glazer, Louis J.; Grimes, Donald R.
Good-Paying Occupations: A Study of Occupational Wages in the Great Lakes States. Updated and Expanded.
PUB DATE- 98
NOTE- 33p.; Some tables contain small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *Education Work Relationship; *High School Graduates; *Occupational Information; Occupational Surveys; Postsecondary Education; *Salaries; Tables (Data); *Technical Occupations
IDENTIFIERS- *United States (Great Lakes Region)

This report provides information about occupations that have median earnings (as of 1996) for full-time workers in the Great Lakes states of $30,000 a year or more. Data were gathered from the Current Population Survey of the Bureau of Labor Statistics. The data analysis showed that more than half of the good-paying occupation do not require a four-year degree. The common characteristic of the 47 good-paying occupations that do not require a four-year degree is the need for training beyond high school. These occupations require advanced skills learned on the job, in apprenticeship programs, or at community colleges or technical schools. A new feature of this year's report is research on the fastest growing good-paying

The development of curriculum and instructional materials for competency-based education (CBE) is a costly and complex process involving many critical tasks. Failure to carry out any of these tasks can jeopardize the entire instructional development effort. The importance of the process demands that appropriate and effective procedures be used so as to guarantee the production of relevant, high-quality materials. Further, the high costs involved require that the most efficient time- and money-saving approaches be used. To provide structure to the CBE curriculum development process, a model known as SCID--Systematic Curriculum and Instructional Development--has been devised. The model consists of five phases and 23 components. The five phases are as follows: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Each of the 23 components involves several steps. Educational and business and industry use of the SCID model to date has shown it to be practical and workable. (This report contains a flowchart and a graphic representation of the SCID model.) (KC)

ED 419 157 CE 076 454

Further Education for the New Millennium. The Learning Age.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Change Strategies; Educational Change; Educational Finance; *Educational Opportunities; *Educational Policy; Foreign Countries; *Government School Relationship; *Lifelong Learning; Partnerships in Education; Position Papers; Postsecondary Education; *Public Policy; Strategic Planning; *Student Recruitment
IDENTIFIERS- *Great Britain

This document presents the British government's response to the report "Learning Works," which was written by a committee charged with identifying ways of engaging individuals who have traditionally not taken advantage of educational opportunities. Chapter 1 outlines the following steps that the government proposes to take to promote lifelong learning: extend learning opportunities; make education and training more flexible and accessible; remove barriers to learning; invest in young people; improve the quality, responsiveness, and local accountability of further education colleges; secure improvements in information on learning; and rebalance the partnership for investment in learning. The following government strategies for promoting lifelong learning are discussed in chapters 2-7: widen participation in lifelong learning based on increasing access to learning and providing opportunities for success and progression; form strong partnerships to develop efficient local strategies for learning; factor the need to widen post-16 learning into the Comprehensive Spending Review; develop more equitable mechanisms for financing further education; promote and encourage good practice in widening participation and keep the qualifications framework for post-16 under close review; and stimulate the demand for learning through a coherent system of information, advice, and guidance. (MN)

ED 419 158 CE 076 455

Adults' Basic Skills. Benchmark Information on the Scale of Need in Different Areas of England.

guidance to the local community. Help may be available to unions through partnerships and networks; training is available. A model has been developed that summarizes the key features most commonly shared by companies with a culture of learning and guidance. (YLB)

ED 419 174 CE 076 487

Andrews, David
Managing Careers Work in Schools. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Career Choice; *Career Counseling; *Career Education; Career Guidance; *Career Planning; *Counselor Role; Education Work Relationship; Educational Administration; Foreign Countries; *School Counselors; School Guidance; Secondary Education
IDENTIFIERS- England

If schools are help young people develop the knowledge, understanding, and skills needed to become effective career planners, administrators must enable career coordinators to fulfill that responsibility. Senior administrators generally have a positive attitude toward career education and guidance. When career coordinators ask for the commitment of senior management, they appear to be seeking support, resources, influence, and leadership. Administrators feel they demonstrate commitment through support, resources, and influence, but not leadership. The career coordinator's role is to plan the school's career education and guidance program, support colleagues delivering the program, and report on progress. Career coordinators are not always located in the most appropriate places within school management structures to do the job expected of them. Career work would benefit from being treated, in terms of management, in a similar way to other curriculum areas--with a clear policy, linked to a development plan that is implemented, and the subsequent practice monitored, reviewed, and evaluated. Administrators should support career coordinators in policy development, request an annual review and development plan, participate in negotiating the partnership agreement, and ask for an accounting of program achievements. Career coordinators must acquire the skill of lobbying for administrator support. (YLB)

ED 419 175 CE 076 488

Hirsh, Wendy; Kidd, Jenny; Watts, Tony
Constructs of Work Used in Career Guidance. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Development; Career Education; *Career Guidance; Decision Making; Education Work Relationship; Foreign Countries; Job Analysis; *Job Skills; Models; *Occupational Information; Secondary Education

15 references. (MKA)

ED 419 193 CG 028 433

Wilkins, Victoria; Urban, Greg; Zanotti, Mary; Chambliss, Catherine
Familiarizing Students with the Empirically Supported Treatment Approaches for Eating Disorders.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Modification; *Bulimia; Cognitive Restructuring; *Counseling Techniques; *Counselor Training; *Eating Disorders; Higher Education; Intervention; Outcomes of Treatment; Therapy
IDENTIFIERS- Interpersonal Psychotherapy

In recent years, bulimia nervosa has plagued young women and become a major issue in mental health care. Strategies for training counseling students so as to acquaint them with clinical research on treatments for bulimia are presented in this report. It reviews empirically supported treatments (ESTs) concerning eating disorders in order to facilitate this educational process. The ESTs and evidence-based treatments described here are grounded in studies recommended by the American Psychological Association. Priority was given to carefully controlled, double-blind, randomized studies with adequate sample size and measures to assure high-treatment fidelity. Included in the treatment summaries are techniques of cognitive behavior therapy, behavioral treatment, and interpersonal psychotherapy (IPT). The steps involved in explaining the IPT concepts and contract and the way in which group therapy sessions should be structured and conducted are included in each overview. The core procedures to be utilized through Cognitive Behavior Therapy are outlined and information on the cognitive distortions and dysfunctional thinking patterns involved with eating disorders and how they affect therapy for patients with these disorders are presented. The report likewise discusses maintenance and how to cope with lapses. (MKA)

ED 419 194 CG 028 434

Hazler, Richard J.
Helping in the Hallways: Advanced Strategies for Enhancing School Relationships. Practical Skills for Counselors.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Techniques; *Counselor Role; Elementary Secondary Education; *Intervention; Motivation; Relationship; *School Counselors; Student School Relationship; *Students; Success
IDENTIFIERS- Counselor Effectiveness

Hallways, playgrounds, and hangouts hold a wealth of joys and risks that cannot be naturally separated. They are not places to go without some idea of what an individual is getting into, opportunity is no longer a theme in the political rhetoric. The education for "excellency" threatens equity and equality as general educational goals and the number of marginalized pupils will increase. It is argued that a new conception of social justice is needed. (MKA)

ED 419 213 CG 028 481

Kong, Chit-Kwong; Hau, Kit-Tai; Cheng, Zi-Juan
Chinese Students' Self-Concept and Academic Performance: Big-Fish-Little-Pond Effects and the Role of Perceived School Status.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Academic Ability; *Academic Achievement; Adolescents; *Chinese; Foreign Countries; Grade 8; Intermediate Grades; Junior High Schools; *Self Concept; *Status; Student Attitudes
IDENTIFIERS- *Big Fish Little Pond Effect; Hong Kong

In some Western countries, it has been found that studying in schools of high-average ability has negative effects on one's self concept due to social comparisons with high-ability classmates. This has been metaphorically described as the big-fish-little-pond effect (BFLPE). To explore this phenomenon, the perceived school status as a measure of the assimilation effect was examined among 10,366 secondary school students in Hong Kong. In the study, the BFLPE and the effect of perceived school status on self-concept and academic achievement were examined. Students were administered tests in mathematics, English, or Chinese and students' subject-specific academic achievement were examined. Information on students' prior self-concept at Grade 6 was also collected. Multilevel regression analyses showed that for students with initial similar ability, those studying in schools with high-average ability would subsequently have relatively lower self-concept. Those student in high-average schools would possibly have higher academic achievement in some academic subjects than those in schools with lower average ability, and students perceiving their own schools to be of higher status tended to have a more positive self-concept. The results are explained and discussed using social-cultural factors and the frame of reference model. (Contains 54 references.) (MKA)

ED 419 214 CG 028 482

Dryden, John; Johnson, Bruce; Howard, Sue; McGuire, Alex
Resiliency: A Comparison of Construct Definitions Arising from Conversations with 9 Year Old - 12 Year Old Children and Their Teachers.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Classroom Techniques; Economically Disadvantaged; Elementary Education;

and the importance of parent involvement. (NKA)

ED 419 232 CS 013 202

Campbell, Robin, Ed.
Facilitating Preschool Literacy.
PUB DATE- 98
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; *Classroom Environment; *Emergent Literacy; Family Environment; Foreign Countries; Individual Development; *Language Arts; *Parent Participation; Play; *Preschool Children; Preschool Education; Reading Aloud to Others; Reading Research; Teacher Education; *Teacher Role
IDENTIFIERS- *Meaning Construction

This collection, with contributors from Australia, the United Kingdom, and the United States, addresses three important themes in the literacy learning of preschool children: children are active constructors of their own learning; families provide invaluable support in the early literacy learning of children; and preschool settings should reflect the literacy learning that occurs in many homes to provide opportunities for children to further develop their literacy. Following an introduction by the editor, chapters and their authors are, as follows: (1) "Coming to Know One's World: Development as Social Construction of Meaning" (Patricia G. Smith); (2) "Reading--It's a Natural: Reading Aloud to Children in the Home" (Julie Spreadbury); (3) "Young Children's Literacy Experiences within the Fabric of Daily Life" (Jo Weinberger); (4) "Growing as a Reader and Writer: Sarah's Inquiry into Literacy" (Prisca Martens); (5) "Looking at Literacy Learning in Preschool Settings" (Robin Campbell); (6) "Young Children as Storytellers" (Nigel Hall); (7) "Literacy Interactions through Environmental Print" (Linda Miller); (8) "Literacy Development of Young Children in a Multilingual Setting" (Jo Ann Brewer); (9) "A Day of Literacy Learning in a Nursery Classroom" (Ruby E. Campbell); (10) "Establishing an Alternative Kindergarten for At-Risk 5-Year-Olds" (Diane A. Walworth); (11) "To Teach or Not to Teach Reading in the Preschool...That Is the Question" (Bronwyn Reynolds); (12) "Nursery Children as Emerging Readers and Writers" (Gill Scrivens); and (13) "Facilitating Literacy through Play and Other Child-Centered Experiences" (Gretchen Owocki). Concluding the collection are an author index, a subject index, and a children's literature author index. (NKA)

ED 419 233 CS 216 318

Mohr, Ellen
Researching the Effectiveness of a Writing Center.
PUB DATE- 98
NOTE- 25p.; Revised version of a paper presented at the Annual Meeting of the International Writing Centers Conference (St. Louis, MO, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Freshman Composition; Higher

ED 419 250 CS 216 347

Standards for Teachers of English/Language Arts.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; *English Instruction; *English Teachers; *Language Arts; Preschool Education; Professional Development; School Community Relationship; *Standards; *Student Evaluation; Teacher Certification; Teaching Methods
IDENTIFIERS- *Indiana; Learning Environment

This paper describes the Indiana Professional Standards Board and nine standards for English/language arts teachers. An extensive preface discusses the board, fulfilling the board's mission, a unified system of quality assurance, the core standards, the standards development process, and the standards assessment process. The nine standards address: (1) concepts, tools of inquiry, and structures of English/language arts; (2) knowledge of language development and learning theory; (3) knowledge of and adaptation to diverse learners; (4) instructional strategies and curriculum design; (5) learning environment; (6) communication using media and technology; (7) assessment; (8) professional development; and (9) school and community. Each standard includes knowledge statements (describing the body of knowledge critical to successful teaching), disposition statements (describing habitual behaviors which communicate the traits valued by the teaching profession), and performance statements (describing application of that knowledge) used in meeting the standard. Recommendations for developing English/language arts programs for teachers of early childhood and middle childhood, early adolescence, and adolescence and young adulthood; and a draft 17-item glossary are attached. (RS)

ED 419 251 CS 216 359

Griffith, Susan
Teaching English Abroad. Third Edition.
PUB DATE- 97
NOTE- 418p.; Illustrations by John Taylor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *English Instruction; English (Second Language); *English Teachers; Foreign Countries; *Job Search Methods; *Teacher Employment; Training; Travel; Work Environment
IDENTIFIERS- *Overseas Activities; Teaching Perspectives

This guide offers advice on how to find long-term and short-term English teaching jobs for those with and without previous teacher training. The guide provides firsthand accounts from teachers to show the neophyte how to make the most of his/her experience (and how to avoid the pitfalls). It presents information on where to go for the best opportunities with a country-by-country look at potential employers, teaching requirements, working conditions, housing, and more, and strategies, and tips on transforming the system--and what leaders must do to transform themselves and others. Three appendices list Deming's 14 points as applied to different systems, as well as field reports of educational transformation in action. (RJM)

ED 419 270 EA 028 975

DuFour, Richard P.
The Principal as Staff Developer.
PUB DATE- 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Excellence in Education; Faculty Development; *Instructional Leadership; *Principals; Professional Development; School Administration; *Staff Development

In 1983, the National Commission on Excellence in Education declared that the United States was "at risk" due to a rising tide of mediocrity in public education. In the myriad educational reforms since this declaration, one recurrent theme in these efforts has been professional development. The critical significance of staff development in a school-improvement effort and the importance of the principal in determining the success of a staff development program are detailed in this book. Four assumptions that underlie the book are: (1) the local school district and school provide the best arena for school-improvement efforts; (2) school improvement means people improvement; (3) the principal is a key figure in determining the ultimate success of any effort to develop school personnel and thus plays a major role in school improvement; and (4) schools seeking meaningful improvement must make a commitment to staff-development programs that are purposeful and goal-directed. The chapters focus on the principal as a leader, how to create a climate for effective staff development, how to forge a link between cause and commitment, how to initiate effective staff development practices, how to link staff development with teacher supervision, and alternative approaches to staff development. (Contains 91 references.) (RJM)

ED 419 271 EA 028 976

Watson, Robert S.; Poda, Janice H.; Miller, C. Thomas; Rice, Eleanor S.; West, Gary
Containing Crisis: A Guide to Managing School Emergencies.
PUB DATE- 90
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Elementary Secondary Education; *Emergency Programs; Guidelines; School Safety; *School Security

26 references. (RJM)

ED 419 291 EA 029 052

Achilles, C. M.
If Not Before: At Least Now.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; Classroom Environment; Comparative Analysis; Elementary Secondary Education; Program Effectiveness; Program Evaluation; *Small Classes; Teacher Student Ratio
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

Discussion and research concerning class size can be traced back at least to the 12th century. An overview of recent research on the subject is provided in this report. The paper, which serves as an introduction to a symposium on class size, examines research that has appeared in the past 20 years, but it concentrates on the results of a longitudinal study--Project STAR (Student Teacher Achievement Ratio)--that was considered a controlled experiment for class size research. The results of STAR and other similar programs show that students do benefit from smaller class sizes, and these results are reinforced by any study that finds a positive relationship between tutoring and achievement, cooperative learning and positive results, and other programs that emphasize small-group learning. Critics have claimed that the studies are in error or that, even if effective, such programs are much too expensive to implement. But, it is countered, research has not shown the harmful effects of small classes or that larger classes are better for children. It is hoped that the research on class size will influence educators and policy makers to move forward on this issue. (Contains approximately 125 references.) (RJM)

ED 419 292 EA 029 054

Henderson, James E.
The Key to Leadership Effectiveness--Leader Authenticity.
PUB DATE- 98
NOTE- 38p.; Paper prepared for the Annual National Conference on Creating the Quality School (7th, Arlington, VA, March 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Behavior; *Administrator Effectiveness; Elementary Secondary Education; Leaders; *Leadership Qualities; *Leadership Styles
IDENTIFIERS- *Authenticity

When an education leader develops and maintains policies that line up with the imperatives of ethical and authentic behavior, this defines the character of both the leader and the organization. Some of the questions surrounding this assertion are examined in this paper. It looks at what it means when a leader behaves in an authentic fashion, how the concept of leader authenticity relates to ethical and effective

Speech Impairments; Visual Impairments; *Work Environment

This resource guide is designed to provide a quick reference for professionals in education and employment who work with students with disabilities. The guide suggests ways that assistive technology may improve and expand the academic career and employment opportunities of students with disabilities. Specific assistive technology solutions are provided for disabilities relating to blindness/visual impairments, deafness/hearing impairments, learning disabilities/attention deficit disorders, orthopedic/mobility impairments, speech and language disorders, and epilepsy. A list of different types of specialists who may provide technology-related information, referrals, and/or sources of devices and equipment is included and cross-coded for each type of disability. A resource section provides state Tech Act contacts, and a check list provides a guide for services that can be included in the development of a career portfolio. The guide ends with a glossary of relevant terms. (CR)

ED 419 311 EC 306 394

Obiakor, Festus E.
Teacher Expectations of Multicultural Exceptional Learners: Impact on "Accuracy" of Self-Concepts.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Differences; Diversity (Student); Elementary Secondary Education; Evaluation Methods; *Labeling (of Persons); *Self Concept; Self Esteem; Student Evaluation; *Teacher Expectations of Students

This paper uses case studies of culturally diverse exceptional learners to illustrate the impact of teacher expectations on the "accuracy" or "inaccuracy" of student self-concepts. In addition, innovative techniques that reduce stereotypic labels and enhance "accurate" self-concepts are discussed. Critical issues in teacher expectation are identified, including the use of traditional means of assessment for labeling and referring students to special education. Ten cases are briefly analyzed that illustrate misidentification of emotional disturbance, the fact that even minority teachers and principals can be uncaring, the need for school systems to find new ways of gathering and disseminating information to reduce the impact of "labels," and the weakness of schools in dealing with at-risk factors that confront students. Teachers are urged to value diversity, use a wide variety of assessment instruments and methods, and document student behaviors. Fifteen principles to reduce stereotypic labels and foster realistic expectations are listed, such as "there is no perfect human being" and "a problem behavior is not always a disordered behavior." (Contains 37 references.) (DB)

ED 419 312 EC 306 396

Watson, Kenneth
Substitute Care Providers: Helping Abused and Neglected Children. The User Manual Series.
SPONS. AGENCY- National Center on Child Abuse and Neglect

IDENTIFIERS- *Individuals with Disabilities Education Act

This document reviews the research on achievement and successful practices related to educating students with disabilities in inclusive general education classrooms. First, it examines the meaning of "inclusion" and distinguishes inclusion from mainstreaming and integration. The following section explains legal requirements under the Individuals with Disabilities Education Act that mandate student placement in the least restrictive environment and the relationship of inclusion to school reform. The research on inclusion is reviewed separately for its effects on students with mild disabilities, for students with more significant disabilities, and for students without disabilities. The review examines the impact of inclusion on achievement and on attitudes and relationships. Although the review finds that the majority of the available research supports inclusive education, it also notes studies which suggest that inclusion does not work, especially when students with disabilities in the general education setting do not receive necessary support services. The paper concludes with four recommended educational principles: (1) diversity as the new norm, (2) collaborative teaching arrangements, (3) flexible school structure, and (4) performance-based and alternative assessments. A list of seventeen resources is included. (Contains 58 references.)

ED 419 330 EC 306 416

O'Leary, Ed
Transition: Terms and Concepts.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Case Studies; Compliance (Legal); *Disabilities; *Education Work Relationship; Educational Legislation; Federal Legislation; Individualized Education Programs; *Integrated Services; Legal Responsibility; *Long Range Planning; Secondary Education; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; *Individuals with Disabilities Education Act Amend

This paper provides explanations and case examples of some terms and concepts related to transition of students with disabilities under 1997 amendments to the Individuals with Disabilities Education Act. Explanations and examples focus on the concepts of "statement of transition service needs" and "statement of needed transition services". The statement of transition service needs focuses on the student's courses of study and other educational experiences and is required for every student on an individualized education program (IEP) who is 14 years of age and older. The statement of needed transition services is a long-range 2-4 year or longer plan for adult life and is required for every student with an IEP who is 16 years of age and older (younger, if appropriate). This statement must include long-range post-school planning in the areas of instruction, employment, community experiences, post-school adult living, and related services. Also addressed is involvement of other agencies in cooperation with the schools.

do verbally abuse students; and a variety of ways to deal with this problem. Factors inducing teachers to exhibit aggressive behavior are identified and include: the teachers' past experiences; the rewards or consequences to their behavior; and their own immediate level of stress. The following strategies that teachers can use to reduce verbal abuse are provided: (1) learn to identify feelings by listening to words and body; (2) practice thought stopping; (3) turn to teaching peers for advice and assistance on interaction patterns with students; (4) look at issues of transference; (5) join with the parents of a student whose behavior is presenting difficulty; (6) be honest and complete a frank and detailed accounting of biases; (7) accept that self-learning may mean more inwardly directed anger; (8) take concrete steps to avoid social isolation; (9) recognize that control is undoubtedly a deep seated cause of verbal abuse; and (10) cultivate the capacity to self assess and self correct. (Contains 7 references.) (CR)

ED 419 349 EC 306 438

Blaska, Joan K.
Cyclical Grieving: Reocurring Emotions Experienced by Parents Who Have Children with Disabilities.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Children; *Child Rearing; Children; *Coping; *Disabilities; Emotional Response; *Family Problems; Family Relationship; *Grief; Interviews; *Parent Child Relationship; Sadness
IDENTIFIERS- *Attitudes toward Disabled

This paper discusses cyclical grieving, which is described as an intermittent reoccurrence of one or more emotions that are part of the grieving process experienced by parents who have children with disabilities. A study to support the concept of cyclical grieving used a naturalistic approach with face-to-face interviews to explore ten parents' retrospective perceptions of their experiences in rearing a child with a disability. Results of the interviews found the parents vividly remembered how they felt when they were told that their child had a disability. The emotions they felt included: disappointment; sadness or depression; loneliness; fear; anger; frustration; shock; devastation; numbness; unsureness; and feeling trapped and sorry for the child. Both mothers and fathers reported having these or similar emotions reoccur intermittently during the life span of their child. Events that triggered grieving included: health or behavior issues; developmental milestones or age appropriate expectations; family issues and relationships; aged parents and retirement concerns; unusual caretaking demands; professional and programmatic issues, society's lack of understanding and sensitivity; and seemingly insignificant events. (Contains a Cyclical Grieving Model, and 29 references.) (CR)

ED 419 350 EC 306 439

Jankowski, Louis W.
Teaching Persons with Disabilities to SCUBA Diving.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English

facilities, presents an overview of management techniques, strategies, and considerations. The first section, which focuses on planning for effective facility and equipment management, states that the foundation for such planning efforts is the manager's own personal philosophy, which in turn gives direction and consistency to operational efforts. Some of the topics addressed in this section include suggestions for identifying resources that can be used to assess the needs of a program, and how to emphasize important operational components of a facility management plan. Part 2 presents specific strategies for implementing and evaluating these plans. These strategies include guidelines, checklists, and forms that illustrate important components of an equipment management plan. The section also describes the importance of facility maintenance to the satisfaction and safety of users, provides operational guidance to the overall supervisor and coordinator of the multiple activities in the facility, considers the multiple aspects of facility scheduling, and outlines a comprehensive model for planning and conducting new facility construction. Three appendixes list addresses and phone numbers for resources that provide information regarding facility standards, equipment management, and planning and renovating facilities. (RJM)

ED 419 368 EF 005 043

Earthman, Glen I.; Lemasters, Linda
Where Children Learn: A Discussion of How a Facility Affects Learning.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Correlation; *Educational Environment; *Educational Facilities; Elementary Secondary Education; Learning; Literature Reviews

Often during budget time, school boards are faced with the dilemma of whether to designate funds for teachers and teaching materials or for buses and buildings. Frequently, this leads to the impression that buses and buildings consume too much of the budget and have no direct relationship to the student. This report examines the validity of this impression. It provides a definition of what constitutes part of a facility and includes features such as color, maintenance, age, classroom structure, climate conditions, student density, noise, and lighting. Research on the relationships between facilities and student achievement, as well as performance and attitudes is reviewed. The report describes the difficulties inherent in this kind of research, and examines some of the research syntheses that have focused on the correlation between student learning and the condition of facilities. Studies of facilities' variables reported that student achievement scores were higher when windows, floors, heat, roofs, locker conditions, ceilings, laboratory conditions, age of the facility, lighting, interior paint, clean floors, and cosmetic conditions in general were rated above standard by school staff. Studies suggested that the facilities also affected attitudes and behaviors. It is suggested that the place where students learn can encourage good student behaviors. (RJM)

ED 419 369 EF 005 048

Manual of Planning Standards for School Buildings.

additional content analysis studies in bilingual education is discussed. Contains graphs, tables, 12 references, and a 47-item bibliography. (MSE)

ED 419 390 FL 025 218

Zampini, Mary L.
Strategies for the Production of Spanish Stop Consonants by Native Speakers of English.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Articulation (Speech); College Students; *Consonants; English; Higher Education; *Phonology; *Pronunciation; Second Language Learning; *Second Languages; *Spanish

A study examined patterns in production of Spanish voiced and voiceless stop consonants by native English speakers, focusing on the interaction between two acoustic cues of stops: voice closure interval and voice onset time (VOT). The study investigated whether learners acquire the appropriate phonetic categories with regard to these stops and if so, how they manipulate the different acoustic cues of the speech signal to achieve the necessary distinction. Subjects were 14 students in an advanced college-level Spanish phonetics course, recorded throughout the semester in a series of pronunciation tasks. Resulting sentences were digitized and both voiceless closure interval and VOT of each word-initial target stop were measured. Results indicate: (1) the short lag category of Spanish voiceless stops is acquired more readily than the prevoiced category of the voiced stops; (2) Spanish stops are not acquired equally at all points of articulation; (3) voiceless closure interval is an important cue used and manipulated by learners in Spanish L2 speech production; (4) learners may differentiate up to three kinds of short lag stops in production; and (5) phonetic training may positively affect acquisition of L2 speech sounds. Contains three references. (MSE)

ED 419 391 FL 025 219

Erdmann, Ursula M.
Swiss-German versus Standard German: Switzerland's Language Policy and the European Union.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; Foreign Countries; *German; International Cooperation; Language Planning; *Language Role; Language Standardization; Language Variation; Official Languages; Policy Formation; *Public Policy; *Regional Dialects; *Standard Spoken Usage; Surveys
IDENTIFIERS- European Union; *German (Swiss); *Switzerland

A survey investigated the increasing preference for Alemannic

Association for Language Teaching (23rd, Hamamatsu, Japan, October 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Organization; Curriculum Development; *Educational Needs; *English (Second Language); Foreign Countries; *Graduation Requirements; Higher Education; Language Teachers; Majors (Students); Native Speakers; Needs Assessment; Questionnaires; *Theses; *Writing Instruction
IDENTIFIERS- *Japan

In Japanese colleges and universities, native speaker teachers in English departments are sometimes called on to teach courses that furnish English majors with the necessary tools to write their graduation theses in English. This study was undertaken at one university to determine what constitutes a graduation thesis, what aspects of the thesis are deemed important, criteria used to assess the quality of both the process and the product, what that process is, the meaning and importance of originality and research in such a thesis, the meaning of plagiarism and how it is treated, who can give help to the student, and what students see as helpful in thesis preparation. The results provide an analysis of student needs that may be useful to native English-speaking teachers in developing a thesis course syllabus. The report outlines the methodology used in developing needs assessment questionnaires, conducting and revising them, and surveying 29 teachers and 6 students. Results are summarized. Data summaries and questionnaires are appended. (Contains 12 references.) (MSE)

ED 419 414 FL 025 260

Thonus, Terese
How To Communicate Politely and Be a Tutor, Too: NS-NNS Interaction and Writing Center Practice.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Conference of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; *Classroom Communication; Classroom Techniques; *Communication Problems; *English (Second Language); Graduate Students; Higher Education; Instructional Effectiveness; *Intercultural Communication; Limited English Speaking; Pragmatics; Questioning Techniques; Teacher Behavior; Teacher Education; Teacher Student Relationship; *Teaching Skills; Tutorial Programs; *Tutors
IDENTIFIERS- Indiana University; *Politeness

A discussion of communication between native English-speaking (NS) tutors and their non-native-speaker (NNS) students draws on a study conducted in the Indiana University writing center and focuses on conflicts between effectiveness in communication and effectiveness in instruction technique. Examples of tutor-student (NS-NNS) interaction are drawn from a corpus of 34 writing tutorials, with students of varied language backgrounds, between 1992 and 1996. Tutors were six male and five female graduate students from various departments.

evaluated and submitted by classroom teachers. (MSE)

ED 419 434 FL 801 232

Allender, Susan Chou
Australia's Migrants and Refugees: Opening the Door to Lifelong Learning. How Adults Learn a New Language.
PUB DATE- 98
NOTE- 19p.; Paper presented at an International Conference on "How Adults Learn" (Washington, DC, April 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Techniques; Cultural Pluralism; Curriculum Design; *Economic Development; Educational Attitudes; Educational Needs; Foreign Countries; *Immigrants; Instructional Effectiveness; Instructional Improvement; *Lifelong Learning; *Literacy Education; Policy Formation; *Public Policy; *Refugees; Second Language Instruction; Second Language Programs
IDENTIFIERS- *Australia

A report examines the situation of adult education for immigrants and refugees in Australia. The first section situates the nation's immigration program within national economic development. The second section outlines the development of policy and programs relating to language and literacy education for migrants and refugees, and describes how policy and institutional approaches recognize diversity in the design and delivery of services. The third section summarizes research undertaken within the Adult Migrant English Program to identify groups of adult learners with special needs and the learning barriers that face them. These studies focus on how characteristics, expectations, and previous experiences of learning influence migrant learners' attempts to interpret and cope with the curriculum, teaching methods, resources, and tasks of the Australian language classroom. This section also details policies and practices developed to overcome these barriers and improve the effectiveness of learning. (Contains 56 references.) (MSE)

ED 419 435 FL 801 233

Handbook for Citizenship Programs.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Audiovisual Aids; *Citizenship Education; Class Activities; Classroom Techniques; *Compliance (Legal); Curriculum Development; English (Second Language); *Federal Regulation; Games; *Immigrants; Information Dissemination; Information Sources; Instructional Materials; Interviews; Legal Responsibility; *Limited English Speaking; Program Design; Puzzles; Questionnaires; Records (Forms); Student Recruitment; *Testing; Vocabulary Development; Volunteers
IDENTIFIERS- Immigration and Naturalization Service

The handbook is a compilation of current instructional and legal materials for teachers and planners to use in developing citizenship programs. Sections address these topics: the

Bottom Line: The Bentley Service-Learning Project" (Edward Zlotkowski); (5) "Community College and Service-Learning: A Natural at Brevard Community College" (Roger K. Henry); (6) "Rediscovering Our Heritage: Community Service and the Historically Black University" (Beverly W. Jones); (7) "Communal Participatory Action Research & Strategic Academically Based Community Service: The Work of Penn's Center for Community Partnerships" (Lee Benson and Ira Harkavy); (8) "Comprehensive Design of Community Service: New Understanding, Options, and Vitality in Student Learning at Portland State University" (Amy Driscoll); (9) "Making a Major Commitment: Public and Community Service at Providence College" (Richard M. Battistoni); (10) "Santa Clara University's Eastside Project: A Pilgrimage Toward Our Own Humanity" (William J. Wood); and (11) "We Make the Road by Walking: Building Service-Learning In and Out of the Curriculum at the University of Utah" (Irene S. Fisher). Ten appendices include service-learning organization charts, examples of service-learning projects, a sample syllabus, a faculty evaluation policy statement that encourages community outreach, and statements of educational philosophy. (DB)

ED 419 454 HE 031 226

Holton, Susan A., Ed.
Mending the Cracks in the Ivory Tower: Strategies for Conflict Management in Higher Education.
PUB DATE- 98
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *College Administration; College Faculty; College Students; *Conflict Resolution; Employer Employee Relationship; Higher Education; Interpersonal Communication; Models; Problem Solving; Teacher Administrator Relationship; Teacher Student Relationship

This book's 14 chapters provide models of conflict management and practical guidance for those working in institutions of higher education. The chapters are: (1) "What's It All About? Conflict in Academia" (Susan A. Holton); (2) "Administration in an Age of Conflict" (Gerald Graff); (3) "The Janus Syndrome: Managing Conflict from the Middle" (Walter H. Gmelch); (4) "Chairs as Department Managers: Working with Support Staff" (Mary Lou Higgerson); (5) "Spanning the Abyss: Managing Conflict Between Deans and Chairs" (Ann F. Lucas); (6) "The Cutting Edge: The Dean and Conflict" (Nancy L. Sorenson); (7) "And Never the Twain Shall Meet: Administrator-Faculty Conflict" (Judith A. Sturnick); (8) "Managing Conflict on the Front Lines: Lessons from the Journals of a Former Dean and Provost" (Clara M. Lovett); (9) "Student Affairs and Academic Affairs: Partners in Conflict Resolution" (Lynn Willett); (10) "Can We Agree To Disagree? Faculty-Faculty Conflict" (Cynthia Berryman-Fink); (11) "Views from Different Sides of the Desk: Conflict Between Faculty and Students" (John W. "Sam" Keltner); (12) "Student-Student Conflict: Whose Problem Is It Anyway?" (Janet Rifkin); (13) "Conflict Resolution in the Academy: A Modest Proposal" (Joel M. Douglas); and (14) "Academic Mortar To Mend the Cracks: The Holton Model for Conflict Management" (Susan A. Holton). An appendix provides "Conflict Management Programs for Administrators" (Gillian Krajewski). (Some chapters contain references.) (DB) persistence and attainment of higher education students, based on data from the 1990 Beginning Postsecondary Students Longitudinal Study, Second Follow-up. Major findings include: (1) five years after initial enrollment, 89 percent of students had worked at some time while enrolled, with 75 percent working part time and 15 percent working full time; (2) students enrolled at four-year institutions were likely to work fewer hours than students who attended public two-year or for-profit institutions; (3) only 31 percent of students who worked full time had attained a degree or were still enrolled five years after initial enrollment, compared to 79 percent of students who worked 1-15 hours per week; (4) students who worked full time were more likely to attend school exclusively part time and part time students were less likely to persist and attain a degree five years after initial entry. Tables and graphs detail data on: percentage of 1989 beginning postsecondary students, by average hours worked per week while enrolled and control and type of first institution; and percentage of 1989-90 beginning postsecondary students who attained a degree or were still enrolled by spring 1994, by control and type of first institution and average hours worked per week. (DB)

ED 419 474 HE 031 252

Trow, Katherine
A Study of the Long Term Effects of an Experimental Program of Freshman-Sophomore Studies at Berkeley in the 60's.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 184p.; For a related document, see ED 132 741.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; College Freshmen; College Sophomores; Core Curriculum; *Experimental Curriculum; Followup Studies; *General Education; *Graduate Surveys; Higher Education; Integrated Curriculum; Interviews; *Participant Satisfaction; Seminars; Team Teaching; Values
IDENTIFIERS- *University of California Berkeley

This project examined the long term effects of the Experimental College Program at the University of California, Berkeley, in the 1960s through interviews with 40 of the 200 students who completed the program and a questionnaire sent to program participants and similar nonparticipants (n=104). A team of 6 faculty taught 150 students, admitted randomly from applications among all 1965 and 1967 entering freshmen. A series of lectures, small seminars, and tutorials took the place of the usual freshman-sophomore unconnected set of courses, exams, and grades, and was intended to give students an integrated understanding and appreciation of great themes in Western civilization. Analysis of the interviews revealed a highly successful program. Thirty-seven of the 40 program participants interviewed would repeat the program again; only one respondent had any regrets about having participated. Many respondents reported that the program had taught them how to think, write, speak, and integrate these skills. Others noted the emphasis on educational values, ethics, the value of belonging to an integrated community within the large university, and the value of small seminars. Four papers are appended: (1) "The Experimental College in Retrospect: An Exploratory Study" (Katherine Trow); (2) "The Experimental College Program at Berkeley: Long Term Effects of an Experiment in Undergraduate Education" (Katherine Trow); (3) "The for students with a sensing cognitive style. Therefore, it was hypothesized that students who receive multimedia instruction would perform better on examinations than students who receive traditional instruction. It was further hypothesized that students with a sensing cognitive style would benefit more from multimedia instruction than would students with an intuitive cognitive style. This study did not find a significant interaction between presentation mode (lecture or multimedia) and learning style (intuitive or sensing). Nor did it find a significant difference in posttest scores by learning style. There was, however, a significant difference in posttest scores by presentation mode, with the multimedia group doing significantly better than the control group. (Author)

ED 419 493 IR 018 904

Cannings, Terence; Stager, Gary
Online Communities as a Vehicle for Developing Secondary Mathematics Educators.
PUB DATE- 98
NOTE- 10p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Distance Education; Educational Technology; Higher Education; Instructional Development; *Mathematics Instruction; Online Systems; *Secondary Education; *Secondary School Mathematics; *Teacher Education; Telecommunications

The potential uses of online communication in the preparation of preservice and inservice secondary mathematics teachers transcend the traditional geographic benefits of distance education. Not only can the technology provide asynchronous instruction over great distances, it may also be used to create genuine opportunities for keeping pace with rapidly emerging content, epistemologies, and pedagogical strategies associated with contemporary mathematics. In other words, computational technology is reinventing mathematics while simultaneously increasing opportunities and raising expectations for the learning of mathematics. Mathematics educators will benefit from these technologies via the ability to personally construct mathematics, cope with the rapid pace of mathematical innovation, discuss the pedagogical issues associated with these changes within an expanded community of practice, and learn how technology may be employed to assist more students in a joyful pursuit of mathematical understanding. This paper offers a model for the development of online learning environments designed to prepare new teachers to teach secondary mathematics. The need for dynamic telecourses is discussed, along with features needed to ensure that prospective teachers not only learn new content but pedagogical strategies as well. One current online community, NetAdventure, is offered as a case study of what is currently possible. (Author)

ED 419 494 IR 018 905

Ching, Cynthia Carter; Marshall, Sue; Kafai, Yasmin
Give Girls Some Space: Gender Equity in Collaborative Technology Activities.

Schools; Online Systems; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Middle School Teachers

This study examined the patterns of use, effects on roles and relationships, problems and preparations needs posed by the use of the Internet in middle school classrooms. Two technology-rich inner city middle schools in the Greater Los Angeles area were selected as pools from which to select teacher participants. Data collection was designed to gather information on teachers' preplanning processes, the actual instructional processes, and teachers' and students' reflections about instruction. Teacher responses to the following questions are provided: (1) "In what ways do teachers use online communications in the classroom?"; (2) "In what subject fields do teachers use online communications?"; (3) "What purpose(s) does the new technology serve in the curriculum?"; (4) "What problems do teachers and students encounter when using online communications?"; (5) "How does the use of the new technology affect the learning environment?"; (6) "How does the use of the new technology affect roles and relationships in the learning environment?"; (7) "What are the perceptions of teachers and students regarding impact and value of this technology?"; and (8) "What preparation is needed by teachers and students to use the new technology?" Results and implications are discussed in terms of philosophic and sociological, management, and curriculum and instructional issues. (AEF)

ED 419 515 IR 019 137

Glennan, Thomas K., Jr.
Elements of a National Strategy To Foster Effective Use of Technology in Elementary and Secondary Education. Testimony.
PUB DATE- 98
NOTE- 12p.; For the report, Fostering the Use of Educational Technology, see ED 394 492.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational Change; Educational Finance; *Educational Technology; *Elementary Secondary Education; Equal Education; Federal Regulation; *Government Role; Guidelines; *National Programs
IDENTIFIERS- Access to Technology; Technology Integration

Two years ago, RAND published a report entitled "Fostering the Use of Educational Technology: Elements of a National Strategy." The report documented a series of analyses and workshops carried out during 1994 and 1995 and suggested elements of a national strategy that could foster the effective use of technology by the nation's elementary and secondary schools, with a special emphasis on actions that should be taken by the federal government. This testimony briefly reviews the elements of the strategy put forth two years ago with particular emphasis on the potential federal role in this strategy. Following this, is a brief discussion of a proposal that the federal government create a national institution dedicated to documenting and assessing the uses of technology in elementary and secondary education. These six proposed guidelines are discussed: (1) technology as a component of educational reform; (2) building recurring technology costs into school budgets; (3) access to the national information infrastructure; (4) monitoring equality of access to technology in traditionally disadvantaged populations; (5) seeking and using lessons from pioneering school applications; and (6) the federal role. (AEF) current education planning. The present provision of library services by the different education authorities is generally poor; school libraries have long been at the bottom of the list of education priorities and receive little funding in comparison to libraries at tertiary education institutions. Some form of school library system providing both pupils and educators with easy access to information sources will be essential for the rejuvenation of the South African education system. However, recent policy changes do not bode well for the future development of school libraries, as the responsibility for financing schools falls increasingly on parents. This paper provides a description of the current state of school libraries in South Africa, focusing on schools falling under the KwaZulu Department of Education and Culture (KDEC) and the Department of Education and Training (DET) in Natal. A brief overview is provided on the trends in the international literature on school libraries in developing and developed countries. Also presented is a review of the trends in South African literature on school libraries and recent policy developments. (AEF)

ED 419 535 IR 056 986

Karlsson, Jenni, Ed.
School Learners & Libraries.
PUB DATE- 96
NOTE- 103p.; Papers presented at the Conference of the Education Policy Unit of the University of Natal (November, 1995, Durban, South Africa).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; *Educational Resources; Electronic Libraries; *Elementary Secondary Education; Foreign Countries; *Library Collection Development; *Library Services; Public Libraries; *School Libraries
IDENTIFIERS- South Africa

This document presents papers from a conference held in November 1995 in Durban, KwaZulu-Natal, convened by the Education Policy Unit (EPU) of the University of Natal as part of research concerning the provision of library-based resources for school learners. Following an introduction are two chapters: "Identifying the Inherited Problems in the Provision of Resources for School Learners" (Jenni Karlsson, Mary Nassimbeni, and Cathy-Mae Karelse) and "Barriers and Limitations to the Provision of Library Resources to Learners" (Jenni Karlsson). The next section, "International Experiences," contains the following papers: "A State-Wide Network of School Community Libraries in Rural South Australia" (Vanessa Little); "A Fully Integrated Community and School Library in Sweden" (Christina Stenberg); "Basic Information Science: Bridging the Gap in Namibia" (Alet Marais); and "Brazil's Experiences with Mobile Libraries" (Walda de Andrade Antunes). The next section, "Alternative Models Being Explored in South Africa," consists of the following papers: "The School Community Library Concept" (Sophie le Roux); "Structured Public Library Information Services to School Learners" (Dorothy Bothman); "Classroom Libraries" (Cynthia Hugo); "Education Development Centers" (Manfred Schroen); and "The Virtual Library" (Sandra Olen). (AEF)

ED 419 536 IR 057 037

Pilger, Mary Anne

nonstandardized tests, and other options for obtaining college credit. Each of these types of validation is discussed and resources for more information are provided. (KC)

ED 419 085 CE 075 924

Skills You Will Need for the Future--No Matter What Your Job or Where You Work. ICPAC Information Series.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Basic Skills; *Educational Needs; Employee Attitudes; Employment Opportunities; *Employment Potential; *Employment Qualifications; *Futures (of Society); *Job Skills; Occupational Information

This paper lists the basic or foundation skills that future citizens must have, according to the Secretary's Commission on Achieving Necessary Skills: communications skills, mathematical skills, problem-solving and decision-making skills, and personal traits such as responsibility, self-esteem, and self-management. It then shows how these skills can be applied through a description of a fictional company and some of its employees' tasks. The report emphasizes the complexity of work and the responsibility and self-direction that employees need in order to succeed. (KC)

ED 419 086 CE 076 049

Gabor, Stanley C.; Heggan, Jon P.
The Off-Campus Center: Extending the Reach of Higher Education. Organizational Issues.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; *Continuing Education; Distance Education; Educational Quality; Educational Research; *Educational Trends; *Extension Education; *Higher Education; Marketing; *Off Campus Facilities; Outreach Programs; Program Development; *Program Implementation; Shared Facilities

Based on a study of basic organizational issues typically encountered in opening, managing, and closing an off-campus center (OCC), this monograph is designed for colleges and universities wishing to explore the possibility of creating or expanding an OCC for adult students. The definition of an OCC is provided. After a brief statistical overview of location, enrollment, and physical characteristics of OCCs, survey results are used to address key issues. Issue 1, the decision to establish an OCC, discusses facts that influence the decision, local/state political considerations, changing demographics, and gift of land. Issue 2, start-up of an OCC, addresses site selection; rental, ownership, and other arrangements; space sharing; and staffing. Issue 3, marketing of an OCC, looks at market assessment activities, initial awareness campaign, and marketing strategy. Issue 4 includes resource guide; assembling a portfolio; verification checklist and class tracking charts; and index of competencies. Sections 7-9 present 39 reading, writing, and math competencies cross-referenced to the appropriate Colorado Department of Education standards. Some or all of the following are included for each competency: competency statement; skills, vocabulary, and materials required to complete the learning activities provided; detailed lesson plan; list of suggested resources and publisher addresses; learning activities; and verification page to be completed by students and placed in their portfolios. Concluding the resource guide are the level 1 answer keys. (MN)

ED 419 103 CE 076 364

Tseng, Kuo-hung Ken
Observation Instrument for Assessing Pre-service Technology Teachers.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the International Technology Education Association (60th, Fort Worth, TX, March 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; *Competency Based Education; Evaluation Criteria; Foreign Countries; Higher Education; Junior High Schools; Material Development; Nominal Group Technique; *Performance Based Assessment; *Preservice Teacher Education; *Preservice Teachers; Secondary School Teachers; Teacher Attitudes; *Teacher Evaluation; *Technology Education; Validity
IDENTIFIERS- *Taiwan

An observation instrument was developed for use in assessing the competence of preservice technology teachers in Taiwan. The observation instrument was developed by using the nominal group technique to gather input from 5 experts in technology education and 60 junior high school teachers with a background in technology education. To evaluate the reliability of the new observation instrument, the teaching of five technology teachers was videotaped and evaluated by five experienced technology teachers and a technology professor. Input regarding the new observation instrument's validity was also obtained through a questionnaire. The experts confirmed that the new observation instrument did indeed have expert validity. The instrument's reliability was determined by calculating the Kendall coefficient, which was determined to equal 0.917 and to confirm that the instrument is indeed reliable. The new observation instrument contains 39 closed- and open-ended items (evaluation criteria) in the following areas: teaching activities (explain the content of living technology, develop teaching activities, use various teaching techniques); teaching presentation (use good oral presentation techniques); classroom management (create a good learning climate, maintain good student discipline and behavior) lab management; and teaching evaluation and feedback. (Contains observation instrument.) (MN)

ED 419 104 CE 076 365

Diversified Cooperative Training. Diversified Cooperative Health Occupations. Manual of Operation.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English

ED 419 122 CE 076 394

Clark, Craig B.
The Americans with Disabilities Act (ADA) and Technology Education.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Architecture; Design Requirements; *Disabilities; *Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Educational Legislation; *Equal Education; Federal Legislation; Integrated Curriculum; Mainstreaming; Physical Mobility; Secondary Education; Structural Elements (Construction); *Technology Education
IDENTIFIERS- *Americans with Disabilities Act 1990

Since the Americans with Disabilities Act (ADA) Title II applies to schools, each school district should have a coordinator to develop an action plan covering the school system. Requirements fall into four areas: general nondiscrimination, equally effective communication, program accessibility, and employment. Compliance with the law is the responsibility of the administration and the coordinator, but all staff can be involved. The major goal is to provide access to the school and programs to all students and school visitors regardless of their disability. All buildings do not have to be accessible, but all programs, course offerings, cafeteria, hallways, lavatories, phones, and anything open to the persons in the facility must be. ADA requires a self-evaluation of the school to see what problems must be addressed. Examples of school projects incorporating ADA content include the following: students in an architectural class selected a part of the school facility and did a study to determine its accessibility; a tech prep class viewed a playscape to see how it is accessible to all children. Connections with other curriculum areas include the following: discussion of civil rights and law enforcement in social studies; learning about diseases and disabilities in health; and ramp design in mathematics and science. Technology education offers opportunities for students with disabilities to learn self-reliance. Teachers can avoid incorrect, stereotypical, demeaning, or insensitive terms and use proper language when talking to a person with a disability. (Contains 20 references.) (YLB)

ED 419 123 CE 076 395

Clark, Craig B.
Inclusion in the Technology Education Classroom.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Architecture; Design Requirements; *Disabilities; *Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Educational Legislation; Equal Education; Federal Legislation; High Schools; *Inclusive Schools; Integrated Curriculum; Mainstreaming; Physical Mobility; Structural Elements (Construction); *Technology Education

occupations; 30 occupations have employment growth of at least 15,000 workers and 20 percent growth from 1992-1997. Twelve of these occupations require a four-year degree, 18 do not. Another new feature of this year's report is research on the relationship between employment earnings and education attainment. Although those with the highest education attainment on average earn the most, a four-year degree is not required to have employment earnings of $30,000 a year or more. Tables report employment earnings by occupation, by educational attainment, and by age for full-time, year-round workers. (KC)

ED 419 140 CE 076 422

Belanger, Paul, Ed.; Valdivielso, Sofia, Ed.
The Emergence of Learning Societies: Who Participates in Adult Learning?
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Data Collection; Economic Factors; Education Work Relationship; Educational Demand; Educational Environment; Educational Needs; Educational Policy; Educational Trends; *Enrollment Influences; Foreign Countries; *Lifelong Learning; Participation; Politics of Education; Research Methodology; *Student Characteristics; *Student Educational Objectives; Student Motivation; Tables (Data); Trend Analysis
IDENTIFIERS- *Learning Society

This book contains nine papers in which data from the Adult Education Participation Survey (a part of the International Adult Literacy Survey) are used to identify and compare trends in organized learning in seven countries. The following papers are included: "Introduction: Who Participates in Organized Adult Learning?" (Paul Belanger, Sofia Valdivielso); "The Amplitude and the Diversity of Organized Adult Learning. An Overview of Adult Education Participation in Industrialized Countries" (Paul Belanger, Sofia Valdivielso); "Canada: The Growing Economic Imperative" (Pierre Doray, Kjell Rubenson); "The Netherlands: Impacts of a New Policy Environment" (Max van der Kamp); "Poland: Adult Learning and Economic Transition" (Ireneusz Bialecki); "Sweden: The Impact of the Politics of Participation" (Kjell Rubenson); "The United States of American: The Current Predominance of Learning for the Job" (Thomas Valentine); "Switzerland: Growing Demand, Fragmented Responses" (Anna Borkowsky); "The Canary Islands: A Dual Learning Society" (Sofia Valdivielso, Gonzalo Rodriguez); "Methodologies for Monitoring Adult Education Participation" (Abrar Hasan, Albert Tuijnman); and "Conclusion" (Paul Belanger, Sofia Valdivielso). Appended are the questionnaire used in the Adult Education Participation Survey and a description of the survey's data collection procedures. The bibliography contains 114 references. (MN)

ED 419 141 CE 076 423

Benz, Michael R.; Lindstrom, Lauren E.
Building School-to-Work Programs. Strategies for Youth with Special Needs.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; *Adult Literacy; *Educational Needs; Foreign Countries; *Literacy Education; *Numeracy; Optical Data Disks; *Reading Achievement; School Districts; Skill Development; Tables (Data)
IDENTIFIERS- *England

This CD-ROM, which may be used with the Windows 3.1 and Windows 95 operating systems, contains benchmark information on the scale of need for basic literacy and numeracy skill development in 317 district council authorities (DCAs) and unitary authorities (UAs) in England. The following items are included: technical report on the 17 surveys of more than 8,000 adults that were used as the basis for calculating the predictions for each ward within England's DCAs and UAs; table detailing low literacy levels by UA and DCA; table detailing very low and low numeracy levels by UA/DCA; and 714 data files (2 for each of England's 357 DCAs and UAs). The following items are discussed in the technical report: background information on the 17 studies; explanation of the process used to assess sample members' ability to perform 22 literacy tasks and 18 numeracy tasks; basic skills profile of the original sample; explanation of how the predictions for each DCA and UA were calculated; detailed description of the original study sample; and weighting procedure applied to the original sample. Files may be searched and printed. The Adobe Acrobat program required to view, search, and print the files is provided on the CD-ROM. (MN)

ED 419 159 CE 076 457

Brooks, Greg; Gorman, Tom; Harman, John; Hutchison, Dougal; Kinder, Kay; Moor, Helen; Wilkin, Anne
Family Literacy Lasts. The NFER Follow-up Study of the Basic Skills Agency's Demonstration Programmes.
PUB DATE- 97
NOTE- 61p.; Study conducted by the National Foundation for Educational Research.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Basic Education; *Demonstration Programs; Early Childhood Education; *Family Literacy; Followup Studies; Foreign Countries; *Intergenerational Programs; *Literacy Education; Mathematics Skills; *Outcomes of Education; Parent Attitudes; Program Effectiveness; Reading Skills; *Skill Development; Student Attitudes; Teacher Attitudes; Writing Skills
IDENTIFIERS- England; Wales

The benefits of family literacy programs for children were examined in a 1997 follow-up study in which 154 parents and 237 children who had participated in a family literacy demonstration program in 1994-1995 were interviewed along with the teachers of a subsample of the children and the demonstration program coordinators. The demonstration programs were in Cardiff, Wales, and Liverpool, Norfolk, and North Tyneside, England. All 237 children recontacted had maintained the basic skill gains made during the program. Parents and demonstration coordinators alike believed strongly that the children were continuing to benefit from the family literacy program. Of the 154 parents recontacted, 66 (43%) were employed

IDENTIFIERS- England

The career guidance process uses a variety of frameworks and constructs to describe the world of work and to help individuals relate to it. As the world of work changes, these constructs require fundamental review. The constructs and frameworks currently used to describe work are of five types. Employment constructs describe occupation, level, sector, and contractual mode of employment. Employers' constructs have been developed to differentiate internally between jobs. Employer-developed classifications are as follows: job descriptions and titles, job analysis, job evaluation, grade level and organizational location, and new frameworks. Classifications linking individual characteristics to opportunities include interests, values, and abilities and skills. Skills, competencies, and qualifications are used to describe the requirements of work. Hybrid and multidimensional frameworks are usually pragmatic combinations of other frameworks. A simplified model of the relationship between some constructs and career decision making highlights the following: different kinds of career decision, only some involving a fundamental choice of occupation; need to relate work preferences to employers' requirements and labor market opportunities; and need to consider the future implications of choice. Within career guidance, information needs vary by client group, type of decision, and guidance purposes. Some of the hybrid and multidimensional models and those emerging from employers come closer to linking work with careers. (YLB)

ED 419 176 CE 076 489

Watts, Tony; McCarthy, John
Community-Based Guidance and Social Exclusion. NCGE NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Career Guidance; Community Organizations; *Community Services; Cooperative Programs; Coordination; *Counselor Training; *Dropouts; Education Work Relationship; Foreign Countries; *Guidance Programs; *Nonformal Education; Outreach Programs; *Potential Dropouts; Secondary Education; Youth Programs
IDENTIFIERS- Ireland; Netherlands; Portugal; United Kingdom

Guidance strategies play an important role in reintegrating young people who have dropped out of the formal education, training, and employment system and must include support for nonformal guidance agents in the community. A European program has explored three strategies for linking formal and nonformal guidance structures to provide social support for and reintegrate the target group into the formal system: help nonformal guidance agents act as referral points for linking the target group to the formal guidance system; help them be initial deliverers of guidance; and help the formal guidance providers develop new methods for working with the nonformal guidance providers and target group. Issues raised by national projects designed to provide training for nonformal guidance agents include the following: levels of formality; voluntary versus paraprofessional roles; progression and certification; gender issues; links with formal guidance providers; other agendas; sustainability; evaluation; and replication and the impact it can have, and how to act once there. To help school counselors navigate these areas, the counselor's role outside the walls of the counseling office are explored. Chapter 1 identifies the problems and success stories associated with schools and our society that play themselves out in the hallways. Chapter 2 maps a path through the difficulties, advantages, and consequences of hallway involvement and suggests that attending to key issues will keep counselors prepared for productive hallway helping. The steps to turn that preparation into effective interventions are identified in chapter 3. The final two chapters emphasize the characteristics of specific groups and the techniques that work best with each one within the hallway-helping model. Chapter 4 discusses students who are the eventual focus of counselors' efforts. Essential factors that motivate adults when they come in contact with the school and specific strategies for working with them to produce a better learning climate for everyone are discussed in chapter 5. Contains 11 references. (MKA)

ED 419 195 CG 028 440

Ware, Mark E.; Davis, Stephen F.
Student Publications Enhance Teaching: Experimental Psychology and Research Methods Courses.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *College Students; Experimental Curriculum; Higher Education; Periodicals; *Student Publications; Student Research; *Teaching Methods; Undergraduate Students; *Writing Exercises; Writing for Publication; Writing Strategies

Recent years have witnessed an increased emphasis on the professional development of undergraduate psychology students. One major thrust of this professional development has been on research that results in a convention presentation or journal publication. Research leading to journal publication is becoming a requirement for admission to many graduate programs. It is therefore important to assist undergraduate students in the accumulation of skills required to conduct research and to write articles for publication. To help students in these efforts, several exercises involving the use of a journal that only publishes undergraduate students' research were conducted. The journal is intended to teach students about statistical, design, and American Psychological Association (APA)-format issues for empirical studies and literature reviews. Participants for this study were students in statistics, research methods, and personality classes at private and public universities in Nebraska, Kansas, and Arkansas. Students were asked to perform eight exercises. Their narrative reactions to the exercises indicated that they found the journal articles written by undergraduates helpful in gaining insight into the uses of statistical techniques and research methods, as well as clarification about APA-style writing. (MKA)

ED 419 196 CG 028 441

Satel, Sally; Forster, Greg
Multicultural Mental Health: Does Your Skin Color Matter More

Foreign Countries; Intervention; Interviews; *Preadolescents; *Resilience (Personality); Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Australia (Adelaide)

Much research has focused on the concept of resilience, which is defined as the process of, capacity for, or outcome of successful adaptation despite challenging circumstances. To examine resilience in school children, small group interviews were conducted with 9-12 year-old children (N=125) drawn from five primary schools in South Australia. The groups were composed of three or four children and who were asked broad questions around four construct areas: (1) tough life (at risk environment); (2) kids with a tough life who are "doing OK" (displaying resilience); (3) kids with a tough life who are "not doing OK" (displaying non-resilience); and (4) protective factors that contribute to the different pathways. The interviews were also conducted with 25 teachers in the schools. In comparing the definitions of resiliency arising out of dialogue of children and their teachers, it became evident that similarities and differences existed both within and across coded categories. Two of the most prominent themes were those of relationships and beliefs. Analysis of these themes supports the position that resiliency is a multi-faceted construct with critical contextual and perceptual dimensions. The report recommends community programs that are contextualized for an Australian urban community and, most importantly, arise out of the perceptions of school children. (MKA)

ED 419 215   CG 028 484

Norum, Karen E.
Hearing Voices of Difference: Stories of Erasure and Heretical Research Methods.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Educational Change; Elementary Secondary Education; Interviews; Opinions; *Parent Participation; *Research Methodology; *Research Needs; School Community Relationship
IDENTIFIERS- Disenfranchisement; Stakeholders

The majority of educational systemic change efforts are driven by the experts in the field, leaving the general public disenfranchised. An analysis of stories of those excluded from educational innovation is presented. It is suggested that if "stories" shape social reality as much as by what they exclude as what they include, then the stories from stakeholders (i.e. parents, students, and community members) tend to be excluded when it comes to reports on educational systemic change efforts. Yet these people still talk about the public education system and have their own discourse. When these stakeholders are turned away and their stories are excluded, this erasure makes people unable to "see themselves as a speaking subject worthy of voice." Three interviews are explored here in depth: a female, childless taxpayer, a mother of three, and a woman who was forced out of high school because of pregnancy. It is claimed that making public the stories of the complex network of people who contribute to the educational system make it possible to bridge the different existing community discourses.

Education; *Instructional Effectiveness; Student Improvement; *Writing Improvement; *Writing Laboratories; Writing Research
IDENTIFIERS- Basic Writers

A study examined the effectiveness of a writing center in improving student writing. All Composition 121 instructors except those who taught in the writing center were included. Students (1519 were enrolled in 69 sections of Composition 121) and instructors were randomly placed into three groups: Group I, the experimental group; Group II, the current practice group (business as usual); and Group III, the control group. The goal of Group I was to get students into the writing center as often as possible. The instructors of Group II encouraged their students to visit the writing center often, but did not require it. The instructors of Group III did not include anything about the writing center in their syllabi nor did they encourage their students to visit the center. All instructors in all three groups were asked to keep daily attendance records. Results indicated that the correlation between the grades in Composition 121 and the number of visits to the writing center seems statistically significant--the average grades were statistically significantly different between the group that visited the writing center and the one that did not. No D's or F's were reported from the group of students who attended the Writing Center 10 or more times. Also, of the total number of students who withdrew from Composition 121, more students were from the control group than the other two groups. A warning is issued, though, not to draw conclusions from the data because the results are not causal, only relational. Better students tend to be more persistent in seeking out assistance. Nevertheless, it looks like mandating attendance in the writing center does help. (Four pages of data, a writing center evaluation sample form, and a 16-item response summary are appended.) (CR)

ED 419 234   CS 216 326

Thompson, Gary
Is There a Class in This Text? Rhetoric in/of the Media.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Cultural Context; Discourse Modes; Higher Education; *Intellectual Disciplines; *Rhetoric; Student Development; *Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Classical Rhetoric; Instructional Dynamics

The term "rhetoric" is the object of a tug-of-war mostly between the study of certain forms of classical discourse and current teachers of (mostly college) writing who want to find a prehistory for their and "our" discipline. Efforts to invent and preserve disciplines have caused scholars to overlook more general considerations of rhetoric. Rhetoric should be understood generously as the study of communication. To examine rhetoric where it has consequences, instructors should pay more notice to rhetoric in connection with the media, specifically encouraging students to see their own writing as a medium.

provides details on more than 200 training courses that can help prepare individuals for teaching abroad. The guide is divided into two broad sections: the first section contains all the general information about teaching and living abroad and the second section contains information about each country. Appendixes contain a currency conversion chart, addresses of foreign embassies and consulates located in London and Washington, and addresses of British Council offices around the world. (NKA)

ED 419 252 CS 509 833

Foster, David E.
National Presidential Debates: Some Lessons That Could Be Learned from the Competitive Debate Realm.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Models; *Persuasive Discourse; *Political Candidates; *Presidential Campaigns (United States); Public Speaking
IDENTIFIERS- *Debate Strategies; Public Discourse

This paper is an analysis of how competitive debate organizations have solved many of the criticisms that have been leveled at political and (specifically) presidential debating and, thus, provides models that presidential debates can be patterned after to improve the quality of the debating that is taking place in the political realm. The paper's models suggested for presidential debates are: (1) a more clearly worded debate topic; (2) a more traditional academic debate format; (3) more focus on issues and less on image; and (4) more clearly spelled out rules and judging criteria. The paper elaborates on the benefits of having presidential debates be more like academic debates. (Author/CR)

ED 419 253 CS 509 834

Sargent, Jack; Kirby, Erika; Harter, Lynn M.
Exploring Tensions between Self-Disclosure and Privacy Needs: The Future of Communication Boundary Management Theories.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; *Interpersonal Communication; Interpersonal Relationship; *Privacy; *Research Problems; *Self Disclosure (Individuals); Social Cognition; *Verbal Communication
IDENTIFIERS- *Boundaries; Communication Behavior; Research Suggestions; *Theory Development

The boundary metaphor has been used successfully over the past two decades to explain and predict how individuals manage the tensions between the need to self-disclose and the need for privacy within interpersonal relationships. This paper explores the history of Communication Boundary Management Theories and

IDENTIFIERS- *Crisis Management
Advice on how educators can react when tragedy strikes is the focus of this book. It discusses school emergencies, making recommendations to help school administrators, teachers, district administrators, school staff, and district policy-makers prepare for, respond to, and contain a crisis. The book is based on the collective experience of school and district administrators, faculty, and staff and grew out of specific circumstances school officials had to face. Chapters 1 and 2 include information that will be needed as school and district personnel begin planning for the management of school emergencies. Chapters 3 through 7 examine the problems encountered during the management of school emergencies, focusing on the use of technology to meet communication needs and how to deal with the media, rumors, and parents. Chapters 8 and 9 discuss counseling strategies and media relations after the emergency is over, whereas the last 4 chapters outline the steps necessary to develop school and district emergency plans. Two appendices provide reference materials that can be used in the planning process. (RJM)

ED 419 272 EA 028 977

Stephens, Ronald D.
Safe Schools: A Handbook for Violence Prevention.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Elementary Secondary Education; Guidelines; *Policy Formation; *Prevention; Program Descriptions; School Policy; *School Security; Student Behavior; *Violence
Ways in which school leaders can establish "safe schools" are detailed in this guide book. It offers suggestions on how to involve students, parents, law enforcement officials, business and community leaders, and other concerned citizens. This resource guide is designed to help administrators accomplish five goals: (1) assess the school climate by identifying top safety issues; (2) determine safe-school goals; (3) develop a plan for reaching safe-school goals; (4) build a support network for policy development and plan implementation; and (5) maintain a system of continuing evaluation. The guide reviews factors that affect school safety and suggests getting started by creating a planning team. A special section addresses how to conduct a school-site assessment, focusing on what to do before the assessment begins; how to gather pertinent data; how to track and monitor school crime; and how to make campuses safer through good environmental design and sensible management and maintenance. The guide suggests that the law is at the heart of safe-school planning, and it defines the guiding parameters of what must be done. Two appendices provide model assessment questionnaires and list sample plans, policies, procedures, and codes. (RJM)

ED 419 273 EA 028 978

Hoover, John H.; Oliver, Ronald
The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors.

leadership, and the impact that authenticity has on school administrators, teachers, and staff members. The idea of authenticity, what it is and its effectiveness in a leader, is explored, as is the troubling results brought about by inauthenticity. The paper examines an earlier study on the concept of authenticity in leaders and then provides an overview of authenticity-related literature. Discussed in conjunction with this research are studies on personality and leadership, research that has delved into the social-psychological aspects of leadership, attribution theory, and the role of interpersonal attraction. Also described is the definition of leader authenticity, recent studies on authenticity, how authenticity functions in teachers and leaders, and authenticity beyond the school environment. It is concluded that there is a strong link between ethical leadership and a leader's authenticity. (Contains 79 references.) (RJM)

ED 419 293 EA 029 055

Grissmer, David W.
Education Productivity.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Elementary Secondary Education; Evaluation Needs; Information Needs; *Measurement Objectives; Outcomes of Education; *Productivity; *School Effectiveness

The perception exists that the massive infusion of resources into public education has done nothing to bolster student achievement scores and that American students' scores on international assessments rank far below the scores of students from other countries. These perceptions are examined in this booklet. The focus is on education productivity and the various parameters of this evaluative concept. It offers a definition of education productivity and asks whether it is a useful concept to employ. The text claims that productivity research yields the most important information for policymakers in education and that these individuals need to know how to use limited resources in the most cost-effective manner, as well as what additional outputs would be achieved with additional resources. It has been shown in communicating with corporate America, taxpayers, and others that the education community must develop and monitor credible and understandable school productivity measures and that different policies and programs be compared on the basis of cost-effectiveness. Furthermore, it is claimed, austere budgets make research that is oriented toward productivity and cost-effectiveness even more important since it allows a higher level of debate regarding public education. (Contains 62 references.) (RJM)

ED 419 294 EA 029 056

Lane, Brett
Choice Matters: Policy Alternatives and Implications for Charter Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 40p.

(DHHS/OHDS), Washington, DC.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adoption; Behavior Problems; *Child Abuse; *Child Neglect; *Child Welfare; Childhood Needs; Children; Emotional Problems; Evaluation Methods; *Foster Care; Foster Family; Helping Relationship; Social Services; Systems Approach; Teamwork
IDENTIFIERS- *Substitute Care

This manual for child welfare staff and foster/adoptive parents is intended to provide guidelines for serving abused and neglected children who are in family foster care and adoption. The first section is on substitute care and permanency planning and offers an historical perspective on substitute care and definitions of family foster care and adoption. Next, the needs of abused and neglected children are addressed, including basic needs of all children, the special needs of children in substitute care, the special needs of abused/neglected children, and the individual needs of children. A section on systems, networks, and teams examines families as systems, the service network, the child welfare agency, and the substitute care team. Discussed in the section on meeting the needs of abused and neglected children are the assessment process, providing a safe environment, coping with regressive behavior, helping children with feelings of loss and issues of identity, and helping children who have been sexually abused. Next, support for foster parents is addressed in terms of foster home retention, training, and associations. Additional sections consider review and monitoring, a blueprint for family foster care in the 1990s, and issues in adoption for the 1990s. A glossary of terms is provided. An appendix lists special training programs for foster and adoptive parents. (Contains 46 reference notes.) (DB)

ED 419 313 EC 306 397

Abuse and Neglect of Children with Disabilities: Report and Recommendations of the National Symposium on Abuse and Neglect of Children with Disabilities (November 1994).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Child Abuse; *Child Neglect; Children; Cooperative Programs; *Disabilities; Family Problems; Guidelines; Integrated Services; *Intervention; Needs Assessment; Prevention; *Public Policy; Public Support

This report presents recommendations and outcomes of a November 1994 invitational symposium on abuse and neglect of children with disabilities. Individual sections provide a summary of the recommendations resulting from the symposium, the symposium's purposes, a list of participants and cosponsors, the meeting's charges and concerns, definitions, a statement of the extent and nature of the problem, and a listing of work groups. The 17

A sample form for meeting transition requirements includes space for specifying desired post-school outcomes, the present level of educational performance, the statement of transition service needs, and the statement of needed transition services (presented in a matrix form showing specific services, activities/strategies, agency/responsibilities, and who will provide and/or pay.) (DB)

ED 419 331 EC 306 417

Miles, Barbara
Talking the Language of the Hands to the Hands. The Importance of Hands for the Person Who Is Deafblind. DB-LINK Fact Sheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 14p.; Afterword by Harlan Lane; illustrations by Rebecca Marsh.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Deaf Blind; *Expressive Language; *Sensory Experience; *Sensory Training; Sign Language; Special Education; *Tactual Perception; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Hands

This paper examines the importance of hands for the person who is deafblind, reviews hand development, and identifies specific teaching skills that facilitate hand development and expressiveness in persons who are deafblind. It notes that the hands of a deafblind individual serve not only as tools but also as sense organs (to compensate for their missing vision and hearing) and as the primary means of expression. The literature is reviewed on the role of hands in early development in general, hand development in the child who is blind, hand development in the child who is deaf, and hand development in the child who is deafblind. Among 13 suggested teaching strategies are: (1) watch and/or touch the individual's hands and learn to read them; (2) use the teacher's hand under the child's hand to respond to exploration, to initiate topics, and to express feeling; (3) make your hands available for the child to use as he/she wishes; (4) play interactive hand games frequently; (5) make environmental provisions to encourage hand activity; (6) invite the child who is deafblind to have frequent tactual access to the environment; (7) make language accessible to the hands of the person who is deafblind; and (8) become aware of your own hands as carriers of feelings and pragmatic functions. An "afterward" by Harlan Lane suggests that people with deafblindness can teach others how to channel information through the tactile sense. (DB)

ED 419 332 EC 306 418

SEA Complaint Management Procedures: A National Survey.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; *Aquatic Sports; Cerebral Palsy; Children; Foreign Countries; *Helping Relationship; *Physical Disabilities; Physical Fitness; Scheduling; *Teaching Methods; *Underwater Diving; Wheelchairs
IDENTIFIERS- *Disability Awareness; *Spinal Cord Injuries

This booklet is designed to sensitize and inform the scuba diving instructor on appropriate attitudes and successful methods for teaching scuba diving to persons with physical disability. It addresses misconceptions about people with disabilities and the importance of effective two-way communication and mutual respect between instructors and persons with impairments. A list of appropriate language to use in describing a person with a disability is provided, along with definitions of impairments, disabilities, and handicaps. The different needs of people with spinal cord injuries, limb deficiencies, and cerebral palsy are then discussed. Tips are provided for transferring divers in wheelchairs to a swimming pool, the beach, or a dive boat. The need to modify the traditional format for scheduling scuba classes to accommodate certain participants with disabilities is also addressed, as well as the need for divers to exercise vigorously, regularly, and frequently in order to maintain their required level of physical fitness for diving. (CR)

ED 419 351 EC 306 440

Doyle, Mary Beth
The Paraprofessional's Guide to the Inclusive Classroom: Working as a Team.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Confidentiality; *Disabilities; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Mainstreaming; *Paraprofessional School Personnel; Staff Development; *Staff Role; Staff Utilization; *Team Training; Teamwork
IDENTIFIERS- *Academic Accommodations (Disabilities)

This handbook is designed to provide introductory information for the paraprofessional, the general educator, and the special educator to enable a better understanding of roles and responsibilities in the inclusive classroom and to enable them to work as a team. Specific instructional strategies that are useful when considering how to provide instruction to students with disabilities in inclusive classrooms are outlined. The guide is divided into five chapters: (1) "The Paraprofessional: Changing Roles and Responsibilities," addresses why paraprofessionals are in such high demand, the paraprofessionals' responsibilities in the inclusive classroom, and the type of training and support paraprofessionals require; (2) "The Inclusive Classroom: Being a Team Member," discusses who paraprofessionals are working with and daily schedules; (3) "The Paraprofessional in the Inclusive Classroom: Supporting Individual Students," explains Individualized Education

PUB DATE- 96
NOTE- 159p.; Originally published in 1965, updated in 1977 and in 1996.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Building Design; Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Improvement; Guidelines; *School Construction; *Standards
IDENTIFIERS- New York

This book presents New York State planning standards for school buildings. The standards offer advice and counsel to school districts, architects, and engineers to help them resolve their school building problems while considering educational and planning efficiency, conservation of natural resources, and initial and long-range economy within the context of the most recent state and federal laws. It includes the minimum requirements that must be followed as well as optional recommendations. Listed are requirements that are currently in effect. The specific areas addressed in the standards include: structural and safety planning; materials; environmental considerations; site conditions and utilities; mechanical and electrical planning; heating, ventilating, and air conditioning; plumbing and gas facilities; electrical work; existing buildings; procedures for design and construction; and operations and maintenance considerations. Eleven appendixes feature a glossary, reference standards, laws relating to school building projects, regents rules, temporary quarters, health and safety during construction, administration buildings, maintenance and storage facilities, and accessibility. (RJM)

ED 419 370 EF 005 049

What Has Created California's School Facilities Predicament? EdFact.
SPONS. AGENCY- S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Facilities; *Educational Facilities Planning; *Educational Supply; Elementary Secondary Education; Facility Improvement; *Needs Assessment; School Construction; *School Expansion
IDENTIFIERS- *California

The growth in California's student population currently exceeds the peak years of the baby boom generation by more than one million students. This increase, combined with deferred maintenance, has created a strain on the state's educational facilities. An analysis of this predicament is presented in this bulletin. It describes why California needs more school buildings and offers some statistics on the steady increases in enrollment. The state's new initiative to reduce class sizes has also created a demand for more classroom space. Furthermore, the state faces the prospect of investing billions of dollars to repair, maintain, and modernize schools. Many schools, due to age, present special challenges with regard to maintenance, asbestos, and radon. It is argued that educational facilities play an important part in education and that educators must recognize the ways that facilities directly affect student achievement. However, some innovations, such as

Swiss German over standard German in public functions in Switzerland, particularly in light of Switzerland's decision in 1996 not to join the European Union, which suggests an emphasis on national independence. The history of Alemannic Swiss usage and language policy are briefly chronicled, and the methodology of the survey is described. It elicited information on attitudes about language use within the private environment (with family, friends, and pastor and in prayer and dreams), speech communication habits in daily public life, and background data, including opinion concerning acceptance of Alemannic Swiss as an official language. Analysis of responses from 102 individuals indicate an almost exclusive use of Alemannic Swiss in all speech domains regardless of the speaker's age, gender, or social status. However, less than half of the adults surveyed would approve of Alemannic Swiss as an official language, and those opposed gave a variety of reasons. Implications for public policy are discussed briefly. Contains 28 references. (MSE)

ED 419 392   FL 025 220

Rankin, Walter
German Language Instruction at Historically Black Colleges and Universities and the Future of German in (African) American Higher Education.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Colleges; Black Education; College Freshmen; *Educational Attitudes; Educational Trends; *German; Higher Education; *Language Attitudes; Language Enrollment; Second Language Instruction; *Second Languages; Student Attitudes; Surveys; Trend Analysis
IDENTIFIERS- African Americans; Hampton University VA

A survey administered to 53 African American freshmen at Hampton University (Virginia), a private historically black institution, gathered information on attitudes toward the learning of foreign languages in general and toward German second language learning specifically. Only two respondents had studied two or more years of German in high school, but all had studied some language before college enrollment. German was the fourth most frequently cited language they felt should be taught in college, ranking behind Spanish, French, and Japanese; Latin was the fifth most cited language. Of the five languages, German was ranked least enjoyable to learn and next-most difficult. Respondents reported little background knowledge about German culture, and what they had was based on their knowledge of World War II. Perceptions of the German people were largely negative and stereotypical. The students felt it was relatively important to know a foreign language for their overall education, but relatively unimportant to know German. Improved recruitment for German enrollment among the African American population is recommended. Contains 13 references. (MSE)

ED 419 393   FL 025 232

Doughty, Catherine, Ed.; Williams, Jessica, Ed.
Focus on Form in Classroom Second Language Acquisition. The Cambridge Applied Linguistics Series.
PUB DATE- 98
NOTE- 315p.

Analysis of the tutorial sessions looks at questioning strategies, balance of interlocutor participation, comprehensibility of the interactions, coherence, and politeness. It is concluded that conflicts between effectiveness, comprehensibility, and politeness are common, and writing tutors find themselves involved in trade-offs between communicative and social goals in order to perform their tasks effectively. Tutors face a triple-bind: what they believe to be effective tutoring may not be comprehensible, but what they believe to be comprehensible may be neither polite nor good tutorial practice, and what they believe to be polite and effective practice with native speakers may miss the mark entirely with non-native speakers. Necessary compromises place the tutor-student contract of collaboration in jeopardy. (Contains 22 references). (MSE)

ED 419 415 FL 025 261

Yamauchi, Lois A.; Ceppi, Andrea K.; Lau-Smith, Jo-Anne
A Sociohistorical Analysis of the Hawaiian Language Immersion Program.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Hawaiian; *Heritage Education; *Immersion Programs; Indigenous Populations; *Language Maintenance; Language of Instruction; Official Languages; Program Descriptions; Public Schools; Second Language Learning; Second Language Programs; Uncommonly Taught Languages
IDENTIFIERS- *Hawaii

Papahana Kaiapuni is a K-12 indigenous language immersion program in selected public schools in the State of Hawai'i. Instruction in Kaiapuni classrooms is conducted in the Hawaiian language. Program goals include students' development of a high level of proficiency in both Hawaiian and English. For nearly a century, policy banning the Hawaiian language from the public schools and other government activities contributed to the decline of the language's use. Papahana Kaiapuni is an effort to revive the Hawaiian language, now the second official language of the state. Supporters of the program believe that the program may also serve to promote both the cultural identity and the academic achievement of the Native Hawaiians. Social and historical influences on the program's development are outlined, drawing from literature about the program, interviews with individuals involved in early program development, and an analysis of selected board of education and federal documents. Interview questions are appended. (Contains 49 references.) (Author/MSE)

ED 419 416 FL 025 262

Jacobs, Ellen L.
The Creation and Validation of KIDTALK.
PUB DATE- 98

citizenship/naturalization process (English waivers and exemptions, potential problems, and advantages and disadvantages of obtaining citizenship); applying for naturalization (obtaining forms, medical waivers, educational requirements, the resident alien card, color photograph specifications); citizenship program management (program planning checklist, volunteers, surveys, learner intake form, citizenship achievement form, lesson summaries, sample volunteer recruitment and student recruitment flyers); application, testing, and legal resources (Immigration and Naturalization Service (INS) offices, immigrant legal resource center, organizations promoting citizenship); teaching resources (instructional materials and activities, organizational resources, 100 typical citizenship questions, 25 naturalization questions, interview questions, relevant vocabulary, dictation sentences, sample INS written test); audiovisual and multimedia (computer-based) instructional aids; and teaching activities (puzzles, games, multiple choice practice tests on the Internet). (MSE)

ED 419 436 FL 801 236

McArthur, Edith
Adult Participation in English-as-a-Second-Language (ESL) Classes. Issue Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Students; *English (Second Language); Immigrants; Second Language Instruction; Second Language Learning; *Statistical Analysis; *Student Participation

This issue brief contains statistical information on the number of adults participating in English-as-a-Second-Language (ESL) courses in the United States. Particular questions addressed include these: Which non-english speaking adults have taken or may be interested in taking ESL classes? Why did ESL participants take the classes, and how did they find the classes they took? Where did adults take ESL classes, and what were the costs? and What are the barriers to ESL participation? The information summarized in the report suggests that younger adults, more recent immigrants, and people whose highest level of education was a high school diploma or equivalent were more likely to have participated in ESL classes in the previous 12 months. Among those who said they were interested in taking an ESL class, but had not, most reported that they did not know about any ESL classes that were available. Among those who wanted to take an ESL class and were aware of opportunities, the main barriers reported were time, money, and child care/transportation. (JL)

ED 419 437 FL 801 237

Nadell, Judith; Johnson, Beth; Langan, Paul
Vocabulary Basics.
PUB DATE- 98
NOTE- 544p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

ED 419 455 HE 031 227

Faculty Racial/Ethnic Diversity in the Oregon State System of Higher Education. A Report Prepared for the Oregon State Board of Higher Education.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; *Diversity (Faculty); *Higher Education; *Intellectual Disciplines; *Minority Group Teachers; School Demography; Tables (Data); Trend Analysis
IDENTIFIERS- *Oregon

This report presents data on the racial and ethnic diversity of faculty in the Oregon State System of Higher Education (OSSHE) as of October 1996. Comparative data for U.S. institutions in general are for 1992 and are from the National Center for Education Statistics. Highlights include: (1) African Americans make up 0.9 percent of OSSHE faculty overall compared to a nationwide percentage of 2.7 at public research universities, 3.1 at public doctoral universities, and 9.1 at comprehensive institutions; (2) at nearly all OSSHE institutions, the proportion of minority group full-time faculty has increased, averaging 5.5 percent in 1990-91 to 8.8 percent in 1996-97; (3) at most OSSHE institutions, the largest proportion of minority group tenure-track faculty is at the assistant professor rank; and (4) the largest percent of minority group faculty overall is in the high market-discipline groups (computer science, business, law, veterinary medicine, and engineering). Specific tables provide data on: distribution of full-time faculty by ethnic group: OSSHE compared to U.S. public institutions; minority group full-time faculty, 1996-97 compared to 1990-91 and 1995-96; minority group full-time faculty by rank, 1996-97: percent of all faculty in each rank; minority faculty percent of total by rank; minority group full-time faculty by discipline, 1996-97: percent of all full-time faculty in each discipline; and minority faculty percent of total by discipline. Two appendices provide additional detail on full-time faculty by ethnicity, rank, and discipline. (DB)

ED 419 456 HE 031 233

Evans, Nancy J.; Forney, Deanna S.; Guido-DiBrito, Florence
Student Development in College: Theory, Research, and Practice. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 98
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; *College Students; Developmental Stages; Higher Education; Individual Development; Learning Theories; Moral Development; Personality Theories; Research and Development; Self Concept; Sex Differences; Sexuality; *Student Development; *Student Personnel Services; *Theory Practice Relationship

This text is intended for individuals studying or involved in college student affairs work and focuses on theory and research

Experimental College Program at Berkeley: Long Term Effects and Implications for Educational Practice" (Katherine Trow); and (4) "A Venture in Educational Reform: A Partial View" (Joseph Tussman). Other appendices include the interview schedule, the questionnaire, and a report on college attitudes. (DB)

ED 419 475 HE 031 268

Dowdy, Kilgour
Noises in the Attic: The Legacy of Expectations in the Academy.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Diversity (Faculty); Diversity (Student); *Group Discussion; Group Experience; Higher Education; *Minority Group Influences; *Nondiscriminatory Education; Personal Narratives; *Racial Bias; Racial Factors; Racial Identification; *Racial Relations; Self Concept
IDENTIFIERS- Eurocentrism

As an outcome of the author's experiences at several American universities, and based on critical race theory as espoused by Bell (which uses narrative to bear witness to lived experiences of racism in American society), a project was undertaken to record conversations with four non-white students at a university in the southern United States. Three, unplanned, hour-long conversations were recorded to explore participants' feelings and experiences as non-whites at a predominantly white academic institution. An edited version of the videotaped narratives, entitled "Noises in the Attic: A Conversation with Ourselves," was subsequently shown at conferences and private presentations in an effort to raise the consciousness of graduate students, administrators, and professors of education. The video is divided thematically, with each section describing some aspect of the experience of being "alien" in the white academic institution. The following issues are highlighted: the ways in which the exclusive discourse of the classroom promotes feelings of isolation among non-white students; the Eurocentric nature of academic methodology; balancing cultural identity with the demands made by the institutional culture; and the role of non-whites in resisting the stereotypes perpetuated when "other" voices are silenced in the classroom. (MAB)

ED 419 476 HE 031 270

Hall, John; Tinklin, Teresa
Students First: The Experiences of Disabled Students in Higher Education. SCRE Research Report No. 85.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.; Scottish Higher Education Funding Council, Edinburgh.
PUB DATE- 98
NOTE- 110p.; This report came from the research project, "Policy and Provision for Disabled Students in Higher Education," Ref. TRR/14/61.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Case Studies; College

PUB DATE- 98
NOTE- 14p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; Cooperative Learning; *Encyclopedias; *Females; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Multimedia Materials; Reference Materials; *Sex Differences; *Student Developed Materials

This study examines a 3-month software design activity in which mixed teams of girls and boys designed and implemented multimedia resources. Mixed-gender teams of fifth and sixth graders used Logo MicroWorlds in their classroom to design multimedia encyclopedias about their astronomy unit for use by younger children. In this context, students' science and programming was assessed, as well as the status of girls in these mixed-gender teams--their status positions at the outset (as defined by their levels of access to programming and other technologies in use), the change most girls experienced in going from low-status to high-status designers, and the means by which these changes were accomplished. In examining this last factor, several support structures that emerged over the course of two projects to address girls' needs are outlined. The paper concludes with a discussion of the implications of findings for developing and maintaining gender equity in educational technology use. (Author/AEF)

ED 419 495 IR 018 906

Christie, Alice
Using Technology To Enhance Literacy in Elementary School Children.
PUB DATE- 98
NOTE- 13p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Computer Uses in Education; Educational Technology; Electronic Mail; Elementary Education; *Elementary School Students; Information Retrieval; Instructional Development; *Internet; Learning Activities; Literacy
IDENTIFIERS- Browsing

The electronic information age is here, and adults as well as children are using new ways to gather and generate information. Electronics users are writing in hypertext; exploring cyberspace; living in virtual communities; scooping interactively with CD-ROMs and laserdiscs; using File Transfer Protocols to upload and download information from around the world; communicating asynchronously using e-mail; and surfing the Internet. This paper describes elementary school children using technology to explore cyberspace and to communicate with others via e-mail, with enhanced literacy as an important outgrowth. This naturalistic study of elementary school children using computers and telecommunications highlights: (1) the journeys of several third graders from nonreaders to

ED 419 516 IR 019 138

Johnson, Tristan E.; Clayson, Carol Anne
Students as Simulation Designers and Developers--Using Computer Simulations for Teaching Boundary Layer Processes.
PUB DATE- 98
NOTE- 3p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computer Simulation; Higher Education; Information Technology; Instructional Development; Instructional Improvement; Learner Controlled Instruction; Nontraditional Education; *Science Education; Teaching Methods

As technology developments seek to improve learning, researchers, developers, and educators seek to understand how technological properties impact performance. This paper delineates how a traditional science course is enhanced through the use of simulation projects directed by the students themselves as a means to increase their level of knowledge comprehension and application. To facilitate the learning of geophysical fluid dynamics, faculty at a midwestern university infused the use of simulations to help students better understand the theory and application of this domain. Three areas were targeted for class restructuring: (1) students' physical understanding of the complicated mathematical structure discussed in class; (2) learning the techniques necessary for turning new physical understanding into concrete results; and (3) ability to use their simulations to drive understanding of the physical system being modeled. In this approach, students are divided into groups based on their pre-existing computer skills and areas of interest. The course lectures are integrated with each step of the simulation. At the end of the simulation experiment, a class discussion analyzes the physical nature of the differing systems and the strengths/weaknesses of the simulations. The final step allows each group to add an additional physical process. (AEF)

ED 419 517 IR 019 139

Hegngi, Yolanda Nokuri
Changing Roles, Changing Technologies: The Design, Development, Implementation, and Evaluation of a Media Technology and Diversity On-Line Course.
PUB DATE- 98
NOTE- 32p.; Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Change; Educational Practices; *Educational Technology; Higher Education; Interaction; *Online Systems; Student Role; Teacher Role; Teaching Methods; *World Wide Web

This study focused on providing insight into online teaching and learning by analyzing the electronic discourse and examining

Multicultural Projects Index: Things To Make and Do To Celebrate Festivals, Cultures, and Holidays around the World. Second Edition.
PUB DATE- 98
NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Creative Activities; *Cultural Activities; *Cultural Enrichment; Elementary Secondary Education; Fine Arts; Handicrafts; *Holidays; Indexes; *Information Sources; *Learning Activities; Publications

The legacies of all cultures can be found in their creations--their arts, their celebrations, and their traditions. This book is designed to help educators introduce students to the diversity of people around the world through creative, hands-on activities based on cultural traditions. It offers teachers, librarians, and parents access to 28,000 fascinating learning projects from 1,736 sources commonly found in most public and school libraries. Building on material from the first edition, this index helps educators find activities for virtually any subject area and situation. Costumes, decorations, foods, handicrafts, songs, dance, and festival and holiday customs are some of the projects than can be used to extend learning across the curriculum. Nearly 6,000 subjects are listed in the index. Entries briefly describe the activities and guide readers to specific pages within the sources indexed. A list of these sources at the end of the book provides users with complete bibliographic information. Craft projects include patterns and materials lists. New to this edition is an alphabetical list of books by author names. In addition, a new streamlined format makes this edition easier to use than the previous volume. (AEF)

ED 419 537 IR 057 039

Useem, Elizabeth; Coe, Cati
Library Power in Philadelphia: Final Report from Seven Case Studies.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 13-17, 1998, San Diego, CA).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Curriculum Development; Educational Finance; *Elementary Schools; Elementary Secondary Education; Librarian Teacher Cooperation; *Library Development; *Library Funding; *Middle Schools; Program Development; *School Libraries
IDENTIFIERS- *Philadelphia School District PA

Library Power seeks to activate an underutilized resource--a school's library program--in ways that promote schoolwide changes in the curriculum and instruction. This three-year initiative of the DeWitt Wallace-Readers' Digest Fund, located in 19 sites across the country, connects elementary and middle school libraries more directly to classroom learning. Library Power in Philadelphia, a joint effort of the Philadelphia Education Fund and the School District of Philadelphia, began with a cohort of 11 schools midway through the 1994-95 academic year and added a second cohort of 19 schools the following year. This report adds a seventh case study site to an earlier report of six of these schools (1996) and documents the program impact through the summer 1997. All of the seven subject structural and operational issues such as the following: relationship to the main campus, accreditation, financial self-sufficiency, library services and personnel, student services, advisory boards, technology, microcomputer labs, and technology in the future. A section on problems associated with OCCs focuses on the issue of quality and why centers close. The final section looks at trends, including enhancing urban communities, exploring alternative delivery modes, and expanding strategic alliances. Appendixes contain the methodology, list of responding institutions, and annotated listing of 21 references. (YLB)

ED 419 087 CE 076 052

Reno, Hilde, Comp.; Witte, Maria, Comp.
Annual Adult Education Research Conference Proceedings (37th, Tampa, Florida, May 16-19, 1996).
PUB DATE- 96
NOTE- 376p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Literacy; Adult Students; American Indians; Blacks; Case Studies; Continuing Education; Corporate Education; Cultural Pluralism; Educational Attitudes; *Educational Practices; Educational Research; *Educational Theories; Enrollment Influences; Evaluation Methods; Family Literacy; Feminism; Foreign Countries; Global Approach; Higher Education; Information Literacy; International Programs; Labor Education; Lifelong Learning; Mentors; Nursing Education; Program Evaluation; *Research Methodology; Rural Education; Teacher Educator Education; United States
IDENTIFIERS- Africa; African Americans; Australia; Learning Organizations; Malaysia; Postmodernism; Transformation Theory (Adult Learning); United States

The following are among the 56 papers included in this proceedings: "Contextual Factors Associated with Evaluation Practices of Selected Adult and Continuing Education Providers in Malaysia" (S. Ahmad); "The Professional Ethic and the Spirit of Post-Modernism" (P. Armstrong); "Transforming the Teacher-Student Relationship" (R. M. Bounous); "Humanistic Adult Education" (R. G. Brockett); "The Postmodern Challenge to Clarity" (S. Brookfield); "The Processes of Adult Learning" (L. A. Cavaliere); "Doing Interpretive Research in a Technocratic Age" (D. M. Chovanec); "Evoking a Global Consciousness" (E. L. Christensen); "Using Cluster Analysis in Adult Education" (G. J. Conti); "The Centrality of Meaning-Making in Transformational Learning" (B. Courtenay, S. B. Merriam, P. M. Reeves); "Knowledge and Self" (S. Courtney); "Nonparticipation in Adult Education Programs" (D. Davis-Harrison); "An Initial Pilot Scheme towards an International Comparative Adult Education Research Approach" (A. Duman); "Post-literacy in Niger" (P. Easton, L. M. Moussa); "Women's Continuous Learning in the Workplace" (T.J. Fenwick); "Women's Learning" (D. D. Flannery, E. Hayes); "The Impact of Language Functioning among African American Adult Learners in an Adult Basic Education Classroom" (D. Flowers, V. Sheared); "Informal Learning" (J. Garrick, P. Hager); "Some Recent Australian Research on Workplace Learning and Training" (A. Gonczi); "Adult Educators as Border Crossers" (A. P. Grace); "Cultural Pluralism as Adult Education" (T. C. Guy, L. O'Neill, A. D. Rose); "Family Literacy" (D. F. Hemphill, A. K. Allen); "Creating a Learning

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Allied Health Occupations Education; *Cooperative Education; High Schools; Job Placement; Program Design; Recordkeeping; Student Employment; Student Records; *Trade and Industrial Education; *Work Experience

This manual is designed to assist school personnel, employers, parents/guardians, and students in understanding the policies and procedures required to operate effective diversified cooperative training (DCT) and diversified cooperative health occupations (DCHO) programs. Chapter I describes DCT/DCHO programs, their structure, types of program organization, and physical facilities. Chapter II addresses briefly student and instructor/coordinator schedules. Chapter III covers certification/licensure for DCT and DCHO instructors and professional development. Chapters IV-V provide overviews of course of study, occupational competency analysis profile and vocational unit funding through the Educational Management Information System. Chapters VI-VIII focus on the student: selection, enrollment process, and job placement (state and federal minor labor laws, instructor/coordinator and job supervisor responsibilities, training agreement, training plan, and evaluation). Chapter IX discusses coordination and extended service and lists appropriate coordination activities and types of extended service. Chapters X-XVII cover the following aspects of DCT and DCHO programs: program evaluation; record keeping; advisory committees; public relations; vocational student organization; agency coordination; vocational education planning districts; and state staff. Appendixes include definitions and sample program forms. (YLB)

ED 419 105 CE 076 366

Occupational Work Experience. Manual of Operation.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; *Disadvantaged; *High Risk Students; High Schools; Job Placement; Job Training; Potential Dropouts; Program Design; Recordkeeping; Student Employment; Student Records; *Vocational Education; *Work Experience; *Work Experience Programs

This manual is designed to assist school personnel, employers, parents/guardians, and students in understanding the policies and procedures required to operate effective occupational work experience (OWE) programs. The OWE mission statement appears first. Chapter I describes the OWE program, its structure, types of program organization, and physical facilities. Chapter II addresses briefly student and teacher/coordinator schedules. Chapter III covers vocational certification, academic certification and endorsements for teachers/coordinators, and professional development. Chapters IV-V provide overviews of course of study, occupational competency analysis profile, and vocational unit funding through the Educational Management Information System. Chapters VI-VIII focus on the student concerns: selection, enrollment process, and job placement

IDENTIFIERS- *Americans with Disabilities Act 1990

For several years, Weaver High School (Hartford, Connecticut) has used a grant to fund the services of a consultant to provide information and training on the Americans with Disabilities Act (ADA). Weaver has a program that allows students with multiple disabilities to be part of the school program and all activities. Activities have provided learning experiences that have made students more aware of ADA and how it applies to them all. One activity that has worked well with technology education students is conducting accessibility surveys around the school facility. One example of a problem with simple and inexpensive solutions is a wall phone hung too high that could be lowered or replaced by a desk phone. Teachers stress to students the proper terms and language etiquette to use when talking to or about persons with disabilities. The interdisciplinary connections with activities involving ADA are many. The technology teacher has been actively involved with the social studies and current issues classes, where projects are related to civil rights. The mathematics connection is made in surveys and architectural design work. The technology teacher's work with health and physical education teachers has helped his students be more aware of various physical disabilities. Other success with inclusion has occurred in the art department, health education classes, and physical education. (YLB)

ED 419 124 CE 076 396

Warner, Mildred E.; Hinrichs, Clare; Schneyer, Judith; Joyce, Lucy
Collaborative Research between Community Development Practitioners and University Based Researchers: Challenges and Benefits.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Community Development; *Cooperative Programs; *Coordination; Dialogs (Language); *Extension Agents; *Participatory Research; Research Projects; *Researchers; Social Networks; Social Theories
IDENTIFIERS- *Social Capital

A research project identified the challenges and benefits of collaborative research between extension agents and researchers. Its methodology was a critical review of the collaborative research approach used in a case study examining the usefulness of social capital in promoting rural landscape sustainability in two counties in the Hudson River Valley, New York. There were several challenges to the collaboration that related directly to the dialogical process. The tension and productivity of the dialogue between research and extension partners were illustrated by these challenges: ensuring that collaboration would be useful to both parties so that both would participate; language; time; focus; and political costs. The project illustrated the value of research/extension collaborations. Although important challenges of perspective, communication, power, and divergent professional needs had to be overcome, the benefits of such collaborative research were dramatic. The project not only demonstrated the relevance of social capital theory to extension practice but also used insights from practice to further elaborate social capital theory. By bringing community development practitioners into collaboration with university-based researchers, each gained something of the perspective of the other. (Contains 20

PUB TYPE- Books (010)
DESCRIPTORS- *Agency Cooperation; Career Choice; Career Education; Cooperative Planning; Coordination; *Disabilities; *Education Work Relationship; High Schools; Integrated Services; Job Placement; Job Training; Program Development; Program Implementation; *Special Needs Students; State Programs; Statewide Planning; Student Employment; *Transitional Programs; *Work Experience Programs
IDENTIFIERS- Oregon

Designed for practitioners, this book provides ideas and strategies for designing, developing, and implementing the Youth Transition Program (YTP) for students with disabilities and special needs in Oregon. Chapter 1 describes the following: background and need for collaborative school-to-work (STW) programs; STW program purposes and components, including research on their applicability for students with disabilities and other special needs; and guiding principles for the book's ideas and strategies. The school-based, work-based, and connecting activities components as defined in STW legislation and literature are used across the remaining chapters as the general framework for building collaborative STW programs for all students. Chapter 2 includes ideas and strategies for helping students identify and prioritize the career/transition goals they believe are important. Students should structure the services they receive in the program and design school and community-based instructional options to help learn the skills they have identified as important. Chapter 3 includes ideas and strategies for creating, implementing, and evaluating a variety of work-based learning opportunities for students. Chapter 4 focuses on providing postprogram placement support and follow-up support services. Chapter 5 describes strategies for managing and evaluating STW programs. Appendixes following each chapter provide sample forms. The book contains 56 references and an index. (YLB)

ED 419 142 CE 076 424

Shavit, Yossi, Ed.; Muller, Walter, Ed.
From School to Work. A Comparative Study of Educational Qualifications and Occupational Destinations.
PUB DATE- 98
NOTE- 550p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Comparative Analysis; Developed Nations; *Education Work Relationship; *Educational Certificates; Foreign Countries; Higher Education; Job Training; Labor Force Development; *Labor Market; *Outcomes of Education; Postsecondary Education; *Role of Education; Secondary Education; Student Certification; *Vocational Education

The 15 chapters in this book deal with varying institutional characteristics of educational systems and their effects on occupational outcomes. "The Institutional Embeddedness of the Stratification Process: A Comparative Study of Qualifications and Occupations in Thirteen Countries" (Walter Mueller, Yossi Shavit) discusses results of a comparative analysis of 13 countries and the conceptual and methodological framework of the study. Each of the next 14 chapters includes the following: a description of the institutional features of the educational system and the labor market, analysis of comparable empirical data using similar definitions of variables and a common set of statistical tools, and a discussion of special topics valuable for understanding the specific case. Chapters that discuss the in 1997 (versus 29 in 1994-1995). Of those 66 employed parents, 57 (86%) attributed their finding employment directly to the family literacy program. Ninety-two (60%) of the 154 parents had taken at least 1 additional course of study and eighty-seven (56%) stated that they were involved with their children's schools. The percentage of family literacy program completers who were involved with their children's schools was nearly double that of parents of children in a control group. (Sixteen tables/figures are included. Contains 11 references. Appended are a description of the study methodology and additional details about the continuing benefits of family literacy programs for children.) (MN)

ED 419 160 CE 076 459

Parsons, Samantha; Bynner, John
Influences on Adult Basic Skills. Factors Affecting the Development of Literacy and Numeracy from Birth to 37.
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Literacy; *Basic Skills; Child Development; Education Work Relationship; Environmental Influences; Family Influence; Foreign Countries; Influences; *Literacy Education; Longitudinal Studies; National Surveys; *Performance Factors; *Predictor Variables; *Skill Development
IDENTIFIERS- *Great Britain; Impact Studies; National Child Development Study

The factors influencing development of basic skills from birth to age 37 were examined by analyzing a sample of 1,700 people who were part of the National Child Development Study (NCDS), a longitudinal study in which data on more than 17,000 people who were born in Great Britain in a single week in 1958 were collected when they were 7, 11, 16, 23, 33, and 37 years old. Data from the study were subjected to multiple regression analysis to determine the extent of the impact of family and home circumstances, education and early schooling, transition from school to work, and adult working life on adults' acquisition of basic skills. Early cognitive performance variables proved the most dominant predictors of later reading and math skills in both childhood and adulthood. Cognitive attainments in schooling mediated much of the influence of family disadvantage, parental support, and schooling. (Thirty-four figures/tables are included. Appended are the following: information about scoring of the adult literacy and numeracy assessments; tests of attainment administered to the NCDS cohort at ages 7, 11, and 16; the Rutter Scale; regression analysis results; and predictors of early cognitive skills. Contains 12 references.) (MN)

ED 419 161 CE 076 460

Literacy & Numeracy Skills in Wales. A Survey of the Reading, Writing and Numeracy Skills of People between the Ages of 16 and 64 = Sgiliau Llythrennedd a Rhifogrwydd yng Nghymru. Arolwg o Sgiliau Darllen, Ysgrifennu a Rhifogrwydd Pobl rhwng yr oedrannau 16 a 64.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English; Welsh
EDRS Price- MF01/PC03 Plus Postage.

dissemination. Within a proposed model, the European Commission and national government departments responsible for the formal system have a concern about the young people who have fallen out of this system or are at risk. They look to the formal guidance services to help the target group remain in or be reintegrated into the formal system. The services look to nonformal guidance agents, intermediaries, or methods to develop effective ways of working with the young people. (YLB)

ED 419 177   CE 076 490

Ford, Geoff
Career Guidance Mentoring for Disengaged Young People. NICEC ICG Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Career Education; Career Exploration; *Career Guidance; Career Planning; Coordination; *Dropouts; Foreign Countries; *Guidance Programs; *Mentors; *Nonformal Education; *Outreach Programs; Secondary Education; Youth Programs
IDENTIFIERS- England

The introduction of mentoring approaches into local career guidance strategies could represent an important method of helping disengaged young people achieve a new sense of direction. The aim of Britain's Mentoring Action Project (MAP) initiative has been to create the opportunity to explore the potential for one-to-one mentoring in career guidance for disengaged young people. Pivotal to an understanding of the role of mentoring in career guidance is an acknowledgment that significant numbers of disengaged young people may not be able to take advantage of the opportunities available to them without skilled support in effecting the necessary attitudinal and behavioral changes. MAP has highlighted conditions necessary for career guidance mentoring to succeed: agape, holism, advocacy and feedback, graded steps, opportunities for mentors to facilitate and support young people's development and progression, partnerships with other local agencies, integration into existing provision, and beneficiary finance. Styles of mentoring adopted by career guidance mentors include the following: good parent, learning facilitator, career guidance provider, and social worker. Mentors should have the abilities to act as positive role models, influence client behavior and attitudes positively, and enhance self-image. The six key stages of the mentoring process are as follows: mentoring for survival, to improve life and social skills, to improve self-awareness, to improve self-image, for career exploration, and for career management. (YLB)

ED 419 178   CG 028 367

Chambliss, Catherine
Preparing Psychotherapy Students for the New Demands of Managed Care.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

Than Your Mind? CEO Policy Brief.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Counselor Role; *Cultural Pluralism; Mental Health; Program Descriptions; Stereotypes
IDENTIFIERS- *Cultural Competence; *Multicultural Counseling

A disturbing new movement in the mental health field called "Culture Competence" or "multicultural therapy" threatens to discredit traditional therapy and replace it with identity politics. In its most radical form, multicultural therapy holds that human behavior is primarily culture dependent, that doctors and patients will always experience mistrust and miscommunication if they are of different racial or ethnic groups, and that white therapists should be presumed racists. As extreme as these views may sound, their influence has been indirectly felt in the mainstream. Versions of multicultural therapy, some more moderate than others, are promoted by the federal government, various professional groups, and numerous writers and speakers in the mental health field. The most prominent cultural competitive program in the United States is the Cultural Competence and Diversity Program at San Francisco General Hospital. Doctors in the mental health unit specialize in different patient groups--blacks, Asians, Latinos, gays/lesbians/bisexuals, women, and the HIV-positive. The hospital produces a "curriculum" to guide doctors in treating patients of each group. The city of San Francisco has even created a new specialization for non-doctor health professionals: African American Health Services Specialists. No one believes that race and culture are irrelevant to mental health, but multicultural therapy seeks to establish rigid rules of treatment based on stereotypes and "groupthink." This denies the individual dignity of both doctors and patients. Contains 44 endnotes. (MKA)

ED 419 197   CG 028 443

Wright, Doris J.
Using Professional Ethics to Strengthen Family/School Partnerships: Practical Suggestions.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; *Counselor Role; Elementary Secondary Education; *Ethics; *Family School Relationship; Parent School Relationship; *Parents; Pupil Personnel Services; *School Psychologists; Standards

Professional ethics are designed to set minimum standards of practice and service for school psychologists. Ways in which professional ethics standards of school psychology can be used to build and strengthen work relationships with parents, legal guardians, and other family members are described here. Suggestions for how school psychologists can expand their roles with parents and families are highlighted. Some of the

The paper recommends exploring "heretical" research methods that allow the expression of the "voices of difference." (MKA)

ED 419 216 CG 028 486

Nichols, Marci
School Smarts: Measuring Adolescent Attitude toward Intelligent Behavior In School.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; *Adolescents; Childhood Attitudes; Elementary Secondary Education; *Intelligence; Self Concept; *Self Esteem; Sex Differences; *Student Attitudes; *Student Behavior
IDENTIFIERS- Adolescent Attitudes

Intelligence is one component of self esteem, but it is not well represented in standard measures. To further research on intelligence and self esteem, adolescent attitude toward intelligent behavior in school were measured. To measure students' opinions, an instrument referred to as "Thoughts on Thinking" was developed. This thirty statement, ten-point scale was administered to 699 students in grades 5 through 12 in a small suburban school district. There were 84 students who identified themselves as having participated in the district gifted program while 615 did not so identify themselves. Three factors were found to be present: factor I: "Smartness Self-Esteem"; factor II: "Smartness Preference"; and factor III: "Smartness Self-Concept." Significance for grade level and gifted ability on factor I; for grade level and gender on factor II; and for gender and gifted ability on factor III were found. On factor I, fifth graders were found to be significantly more confident that they were smart than were other grade levels. The same finding held true for those identified as gifted versus those not identified as gifted. On factor II, males more strongly preferred athletics/popularity to intelligence than did females. On factor III, the "identified gifted" had significantly less concern than those students not identified as gifted. Generally, attitudes toward intelligence were found to be extremely stable in fifth through twelfth grades. (Author/MKA)

ED 419 217 CG 028 487

McNerney, Kristine A.; Coleman, Christy L.
Educational and Occupational Aspirations of High School Students.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Adolescents; Age Differences; *Careers; Demography; *Employment; *High School Students; High Schools; Interests; *Occupational Aspiration; Parents; Prestige; Sex Differences
IDENTIFIERS- System of Interactive Guidance and Info Plus

Three questions should be discussed further: (1) How much instruction in "comp/rhet" is or should be in "reading the culture" as opposed to other aspects of practice?; (2) Does instructional time given to semiotics or other devices detract from that available for students to write?; and (3) Can the "student as blank slate" be gotten away from? The implicit knowledge of culture is the horizon within which students write and think, the boundary of the terrain instructors encourage them to explore. Keeping in mind the need for students to write their way into the sort of discourses they need for success in college and after, they should be encouraged to look seriously at the text which is their experience and understanding of culture, in classrooms and curricular studies. (CR)

ED 419 235 CS 216 329

Turpin, Tammye; Cage, Bob N.
Factors Influencing Grant Writing of K-12 Teachers.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Louisiana Education Research Association (Shreveport, LA, March 5-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; *Grants; *Grantsmanship; Program Proposals; *Proposal Writing; Questionnaires; *Teacher Attitudes; Teacher Motivation; Teacher Surveys
IDENTIFIERS- *Grant Recipients; Louisiana

A study examined whether number of years of teaching, number of grant proposals written, and level of funding received were distinguished among K-12 teachers in relationship to factors perceived as motivating grant writing; obstacles encountered in grant writing; and needed support for continued grant writing. Questionnaires were mailed to 121 teachers in northwest Louisiana who submitted grants to a statewide competitive grant funding program. Of these 121 teachers, 89 completed and returned the questionnaires, producing a 74% response rate. Teachers were categorized into groups by years of teaching, number of grants written, and funding level achieved. Results indicated: (1) on the motivating factor variable "Recognition from the School District," teachers receiving between $0 and $1000 in previous funding needed assistance in locating funding sources, grant budgeting, and technical assistance, and teachers receiving between $1000 and $5000 needed increased recognition to continue grant writing; (2) on the obstacle variables "Knowledge of Funding Opportunities," "Lack of Budgeting Knowledge," "Lack of Technical Assistance" distinguished between groups of teachers, with teachers receiving between $0 and $1000 in previous funding perceiving these as greater obstacles. On the needed support variable "Management Difficulties," teachers having had the greatest amount of funding perceived this as a greater obstacle than teachers having a smaller dollar amount of grants funded. Findings suggest a significant positive correlation between number of grants written and level of funding. (Contains eight tables of data and 11 references; a sample teacher questionnaire form is appended.) (Author/CR)

ED 419 236 CS 216 330

Siddall, Jeffery L.

presents suggestions for modifying the theories as well as avenues for future research. The paper suggests that research needs to more fully investigate the transactional nature of negotiated boundaries and to examine nonverbal behaviors. It also suggests that a more strategic approach for studying boundary management would be to identify key contexts where privacy and the need to disclose come into conflict. (Contains 10 references.) (Author/CR)

ED 419 254 CS 509 835

Dillon, Randy K.
Intercultural Communication Activities in the Classroom: Turning Stumbling Blocks into Building Blocks.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Class Activities; Classroom Techniques; *Communication Problems; Cultural Awareness; Educational Games; Higher Education; Instructional Improvement; *Intercultural Communication; *Multicultural Education; Nonverbal Communication; *Simulation; Student Development
IDENTIFIERS- *Communication Strategies

This paper explores behavior patterns that inhibit effective communication in everyday, educational, and business cross-cultural settings. Opportunities to change these inhibiting patterns, metaphorically referred to as "stumbling blocks," into building blocks or tools for successful intercultural understandings are discussed in the paper through three structured intercultural simulation activities. The paper names six of these stumbling blocks as the assumption of similarities, language differences, non-verbal misinterpretations, preconceptions and stereotypes, tendencies to evaluate, and high anxiety. The paper suggests three activities: (1) the diversity board activity which encourages and challenges students to explore roles of others that they will encounter in a multicultural society; (2) the intercultural dart game, similar to the game "Trivial Pursuit," which concentrates on knowledge of intercultural information; and (3) "BARNGA" which is a card tournament where students play quick games of suits without engaging in any verbal communication. (Contains five references; a sample "diversity board" is appended.) (Author/CR)

ED 419 255 CS 509 836

Semali, Ladislaus
Critical Viewing in Media Literacy Practice.
PUB DATE- 98
NOTE- 35p.; Revised version of a paper presented at the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; *Critical Viewing; Cultural Context; Elementary Secondary Education; Instructional

PUB DATE- 96
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bullying; Elementary Secondary Education; Family Influence; Guidelines; Policy Formation; *Prevention; *Program Descriptions; School Policy; *School Security; Student Behavior; *Violence

To help educators deal with "bullying" problems, intervention strategies are presented in this handbook. It focuses on the insidious day-to-day teasing and harassment typical of bullying and serves as a resource for addressing "bully/victim" problems during the pre-adolescent and adolescent years. Research has shown that the middle-school years are the worst years in terms of the intensity of bullying. The book addresses the problem beginning with family dynamics, the classroom environment, and the overall culture of the school. Tools for intervening are provided, many of which have application beyond the school. The middle school and high school years are an ideal time for intervention since students are developmentally ready to conceptualize and deal with these issues. Furthermore, teachers and coaches are in optimal roles to influence adolescent peer groups in positive, healthy directions; classroom discussions can be directed toward developing abstract thinking and idealism, making these years the most appropriate for moving from prevention efforts to a strong antibullying campaign. (Contains a resource guide, a reading list, and a solution-focused techniques for building empathy and compassion in children.) (RJM)

ED 419 274 EA 029 011

Beckham, Joseph C.; Bausch, Patricia Todd
School Officials and the Courts: Update 1998. ERS Monograph Series.
PUB DATE- 98
NOTE- 130p.; For 1996 edition, see ED 395 356.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; Administrators; Boards of Education; *Court Litigation; Dismissal (Personnel); Educational Finance; Elementary Secondary Education; *Legal Responsibility; Principals; *Public Schools; *School Administration; *School Law; School Personnel; Student Rights; Torts

This monograph is designed to summarize judicial decisions on elementary and secondary education issues. Cases are drawn from federal and regional reports during the period beginning July 1, 1998 and continuing through June of the following year. The cases are selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy making and practice. The summaries are organized according to the following general topics: (1) school boards and board members; (2) administrators; (3) finance; (4) teachers and other district employees; (5) pupils; (6) special education; (7) religion; and (8) tort liability. Appended are reference notes,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Charter Schools; Elementary Secondary Education; Nontraditional Education; *Policy Formation; *School Choice; School Effectiveness

The charter-school movement is a diverse and confusing collection of values, motives, beliefs, and assumptions. To help ease the confusion surrounding charter schools, an outline of the general purposes of the charter-school movement and the values behind these purposes are presented in this booklet. The intent is to provide a structure for productive policy discussion. Through the analysis of various stated purposes of the charter-school movement, four specific purposes or perspectives that focus on increasing student achievement are presented: (1) charter schools as the catalyst for systemwide change; (2) charter schools as the component of comprehensive education reform; (3) charter schools as a means to enhance individual equity; and (4) charter schools as a means to enhance group equity. The five chapters examine at length the rationale behind charter schools, asking whether they are simply a choice movement. Also discussed are the purposes and values behind charter schools, some policy alternatives and implications, and a matrix for policy perspectives and policy alternatives. The booklet concludes with a discussion of three general policy alternatives that appear integral to the success of the charter-school movement regardless of perspective. (Contains 25 references.) (RJM)

ED 419 295 EA 029 059

Kerchner, Charles Taylor; Koppich, Julia E.; Weeres, Joseph G.
United Mind Workers: Unions and Teaching in the Knowledge Society. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Strategies; *Collective Bargaining; *Contracts; *Educational Change; Educational Improvement; Elementary Secondary Education; Employer Employee Relationship; *Teachers; *Unions

Teacher unions will affect the future of both the institution of public education and the institution of organized labor. Ways in which these unions can elevate education to a new level are described in this book. It offers a model in which teacher unions are organized around issues of quality teaching and professional development, as well as economic fairness. It shows how these unions can seize the opportunity created by the fundamental restructuring of public education now under way by shifting from organizing around issues of job control, work rules, and uniformity, to focusing on quality control and increased productivity through innovation. The text advocates strengthening school-level labor relations through compacts that transform learning and school operations. These compacts can then be connected to substantive district contracts that include measurable educational goals and a teacher salary schedule that is based on knowledge and skill. Career security is championed over job security, which will allow teachers to move with ease among schools, districts, and states. A new career ladder that places teachers at the top and a mechanism for improved training and job mobility opportunities for paraprofessionals are also advocated. The book is divided into recommendations are organized into seven issues: (1) awareness (promote awareness within and by existing organizations and service systems); (2) prevention (provide universal prevention efforts through public health initiatives); (3) collaboration (collaborate across all professions to increase service effectiveness); (4) training (train professionals on the multiple issues regarding children with disabilities who have been abused and neglected); (5) families (increase the capacity of families to withstand stressors contributing to the abuse and neglect of children); (6) children (listen to and respect the informed preferences and priorities of children); and (7) policy (adopt a uniform child protection statute). (DB)

ED 419 314 EC 306 398

Gentry, Charles E.
Crisis Intervention in Child Abuse and Neglect. The User Manual Series.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, DC.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; *Crisis Intervention; Evaluation Methods; Family Involvement; *Family Programs; Intervention; Models; Needs Assessment; *Teamwork

Intended for child welfare caseworkers and others working with children and families in crisis, this guide presents principles and techniques of crisis intervention with child abuse or neglect cases. After an overview of the manual, the first section considers a definition of crisis, the elements and phases of crises, and the psychological effects of crises. In the next section, the goals and steps of crisis intervention are introduced using a nine-step model and discussion of crisis teams. The third section provides suggestions for total family involvement in the assessment of the precipitating circumstances and of future risk to the children. The following two sections consider specific treatment approaches (such as the community systems, cognitive-behavioral, or family treatment approaches) and techniques (such as the use of humor and setting limits) as well as special family situations (such as marital conflict, substance abuse, and poverty). The next section offers suggestions for termination and follow-up. The last two sections address the professional supports needed by the crisis intervention worker and five family-centered crisis response models. A summary, glossary of terms, footnote references, and a selected bibliography complete the manual. (Contains 125 references.) (DB)

ED 419 315 EC 306 400

Individuals with Disabilities Education Act Amendments of 1997. Report from the Senate Committee on Labor and Human Resources. To Accompany S. 717. 105th Congress, 1st Session.
PUB DATE- 97
NOTE- 62p.; Calendar No. 46.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Compliance (Legal); *Conflict Resolution; *Disabilities; *Due Process; Elementary Secondary Education; *Grievance Procedures; *Hearings; National Surveys; Personnel; Questionnaires; *State Departments of Education; State School District Relationship; Technical Assistance

This report summarizes responses to a national survey of state education agencies (SEAs) concerning their complaint management procedures. Twenty-two states responded. Responses are summarized for each state to questions which addressed the following concerns: (1) the number of full-time equivalent (FTE) personnel responsible for implementing the due process hearing system at the state level; (2) the number of FTE personnel responsible for implementing the mediation system at the state level; (3) the number of FTE personnel who investigate complaints; (4) how the SEA monitors an LEA's (local education agency) compliance with the results of a complaint investigation and a due process hearing; and (5) whether the SEA provides technical assistance to LEAs on due process hearings, mediation, and complaint management systems. The following states' responses are included: Alabama, Alaska, Arkansas, California, Colorado, Florida, Georgia, Iowa, Kansas, Kentucky, Maryland, Michigan, Missouri, Nebraska, North Carolina, North Dakota, Oklahoma, South Carolina, South Dakota, Texas, Utah, Virginia, and West Virginia. Contact information for each of the states is also provided. (DB)

ED 419 333 EC 306 421

Ryan, Susan, Ed.; Kurka, Diana, Ed.
Alaska Inclusion Training Modules: Building Inclusive Classrooms and Schools. Modules 1-3. Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 583p.; Contains frequent pages that will not reproduce well. Editor/author Susan Ryan occasionally appears as "Susan Ryan-Vincent."
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Curriculum Development; *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Inservice Teacher Education; Mainstreaming; Regular and Special Education Relationship; Teaching Methods
IDENTIFIERS- Alaska

This document presents three inservice training modules which focus on the inclusion of students with disabilities in regular education settings in Alaska schools. Module 1, "Setting our Sights on Inclusion," by Diana Kurka, is a three-hour inservice program which provides an introduction to inclusion via sections on: legal and legislative aspects of inclusion; challenges facing teachers, districts, and teams; benefits of inclusion; and issues related to building level change. Module 2, "Curriculum Modification & Instructional Adapation in Inclusive Schools," by Susan Ryan and Marie Doyle, addresses the nature of curriculum, the rationale for curriculum modification, principles underlying curriculum modification, and the specific curriculum modification approaches of Circle of Friends, making of action plans (MAPS), ecological assessment strategies, activity based instruction, and other

Programs (IEPs), how paraprofessionals use IEPs, and the importance of a student's schedule; (4) "Providing Curricular and Instructional Support: Individualized Instruction," highlights common components of daily routines, how instructional prompts are provided, and curricular adaptations; and (5) "Maintaining Confidentiality: Communicating with Team Members," discusses planning communication opportunities and confidentiality requirements. Each chapter provides a brief overview of the topic, chapter objectives, reflections from paraprofessionals, and worksheets. (Contains 15 references.) (CR)

ED 419 352 EC 306 441

Rivera, Diane Pedrotty, Ed.
Mathematics Education for Students with Learning Disabilities: Theory to Practice.
PUB DATE- 98
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Daily Living Skills; Disability Identification; *Educational Strategies; *Elementary School Mathematics; Elementary Secondary Education; *Learning Disabilities; Mathematics Education; Mathematics Instruction; *Secondary School Mathematics; *Student Evaluation; Teacher Education; Theory Practice Relationship

This book addresses teaching mathematics to students with learning disabilities, including characteristics and assessment of mathematics learning disabilities, mathematics programming and interventions, and teacher preparation. Chapters include: (1) "Mathematics Education and Students with Learning Disabilities: Instruction" (Diane Pedrotty Rivera); (2) "Mathematics Learning Disabilities: A View From Developmental Psychology" (Herbert P. Ginsburg); (3) "Disabilities of Arithmetic and Mathematical Reasoning: Perspectives from Neurology and Neuropsychology" (Byron P. Rourke and James A. Conway); (4) "Educational Aspects of Mathematics Disabilities" (Susan Peterson Miller and Cecil D. Mercer); (5) "Educational Assessment of Mathematics Skills and Abilities" (Brian R. Bryant and Diane Pedrotty Rivera); (6) "Instructional Design in Mathematics for Students with Learning Disabilities" (Douglas Carnine); (7) "Mathematics Instruction for Elementary Students with Learning Disabilities" (Carol A. Thornton, Cynthia W. Langrall, and Graham A. Jones); (8) "Mathematics Instruction for Secondary Students with Learning Disabilities" (Erin D. Jones, Rich Wilson, and Shalini Bhojwani); (9) "Cognitive Strategy Instruction in Mathematics for Students with Learning Disabilities" (Marjorie Montage); (10) "A Life Skills Approach to Mathematics Instruction: Preparing Students with Learning Disabilities for the Real-Life Math Demands of Adulthood" (James R. Patton, Mary E. Cronin, Diane S. Bassett, and Annie E. Koppell); (11) "Preparing Teachers To Teach Mathematics to Students with Learning Disabilities" (Rene S. Parmar and John F. Cawley); and (12) "Achieving Meaningful Mathematics Literacy for Students with Learning Disabilities" (Susan R. Goldman, Ted S.Hasselbring, and the Cognition and Technology Group at Vanderbilt). (Each chapter contains references.) (CR) smaller class size, will mean new school designs. Although reduced class sizes are desirable, they are more expensive and many schools already lack sufficient funds. Some of the actions that Californians can take to improve the present condition of schools are provided. A chart estimates the state's school facility needs for the next 5 years. (RJM)

ED 419 371 EF 005 050

Portable School Buildings: Scourge, Saving Grace, or Just Part of the Solution? EdFact.
SPONS. AGENCY- S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classrooms; *Educational Demand; Educational Facilities; *Educational Facilities Planning; Elementary Secondary Education; Facility Improvement; Mobile Classrooms; Needs Assessment; *School Expansion
IDENTIFIERS- California

This report explores the current role of portable classrooms in California schools and the options available for their use. It examines how widespread portables are, and estimates that more than 86,500 were in use in 1997-1998, a significant increase over previous years, which is partly attributable to the state's classroom reduction plan in grades K-3. The different types of portables being used vary widely, but all of the models must be approved either by the Department of State Architect (DSA) or built under the regulations of the Department of Housing. The construction process for DSA portables is described, along with the practice called "piggybacking," in which several school districts purchase portables together. Some of the issues related to the use of portables include abuses of DSA regulations, elevated maintenance costs, and proper maintenance. Outlines some considerations of the role that portables should play in the increased need for classroom space. Also presents a chart that compares permanent constructions with portable classrooms. (RJM)

ED 419 372 EF 005 051

California's School Facilities Predicament.
SPONS. AGENCY- S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Demand; *Educational Facilities; *Educational Facilities Planning; Elementary Secondary Education; Facility Improvement; *Financial Needs; Financial Policy; Needs Assessment; *School Expansion
IDENTIFIERS- *California

This report provides an overview of the difficulties that California faces in determining how much money to invest in school facilities. The text describes the dimensions of the school facility crisis as a whole and looks at the ways in which facilities can affect the quality of education and student performance. It also explores the various options open to both the state and local school districts as they address this challenge. It argues that making a realistic projection about the need is a first step toward a solution. After that,

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Children; Class Activities; Classroom Techniques; Educational Strategies; *Grammar; *Second Language Instruction; *Structural Analysis (Linguistics); *Time Factors (Learning)

This collection of essays addresses issues in second language instruction related to focus on linguistic form, as distinguished from communicative or experiential language instruction. Papers include: "Issues and Terminology" (Catherine Doughty, Jessica Williams); "Focus on Form: Theory, Research, and Practice" (Michael H. Long, Peter Robinson); "Beyond Focus on Form: Cognitive Perspectives on Learning and Practicing Second Language Grammar" (Robert M. DeKeyser); "Focus on Form through Conscious Reflection" (Merrill Swain); "Getting the Learners' Attention: A Typographical Input Enhancement Study" (Joanna White); "Communicative Focus on Form" (Catherine Doughty, Elizabeth Varela); "What Kind of Focus and On Which Forms?" (Jessica Williams, Jacqueline Evans); "The Role of Focus-on-Form Tasks in Promoting Child L2 Acquisition" (Birgit Harley); "The Importance of Timing on Focus on Form" (Patsy M. Lightbown); and "Pedagogical Choices in Focus on Form" (Catherine Doughty, Jessica Williams). Contains 430 references. (MSE)

ED 419 394 FL 025 233

Chi, Feng-ming
Reflexivity as a Learning Strategy in EFL.
PUB DATE- 97
NOTE- 15p.; Paper presented at the First Pan-Asian Conference and the Annual International Meeting of the Thai Teachers of English to Speakers of Other Languages (17th, Bangkok, Thailand, January 5-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conceptual Tempo; *English (Second Language); Foreign Countries; Learning Processes; *Learning Strategies; *Reading Processes; Second Language Instruction; Second Language Learning; Time Factors (Learning); *Writing Processes
IDENTIFIERS- *Reflective Awareness

Reflexivity, defined as the self-applied process of learning, the use of self and others as active signs in the learning process, is examined through relevant literature in English-as-a-Foreign-Language (EFL) instruction. When EFL learners are encouraged to stand back and examine the way they learn and why they learn this way, reflexivity naturally emerges. Four perspectives related to how EFL learners use reflexivity as a powerful learning strategy to read and write are: (1) reflexivity in personal experiences, (2) reflexivity and the verbal self-report method, (3) reflexivity in shared inquiry, and (4) time for reflexivity. Examples from a study of how EFL learners at different linguistic levels used each of these approaches are presented, clearly indicating that use of reflexivity changes EFL learners' perspectives on their learning, which in turn propels the learning process. (Contains 12 references.) (Author/MSE)

ED 419 395 FL 025 235

NOTE- 8p.; Paper presented at the Annual Conference of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Computer Assisted Testing; *Diagnostic Tests; Identification; *Language Aptitude; *Language Impairments; Language Tests; *Limited English Speaking; Second Language Learning; Test Bias
IDENTIFIERS- *KIDTALK

The Kidtalk Interactive Diagnostic Test of Aptitude for Language Knowledge (KIDTALK) is an assessment instrument designed for identifying children with specific language impairments not associated with limited English proficiency. It is based on three principles: (1) a language disorder can be identified by testing an individual's potential for acquiring linguistic features of a novel language; (2) language disorders can be distinguished from language differences by developing test items that meet two criteria (especially difficult for the language impaired while relatively easy for non-language impaired and equally challenging for groups of children with different cultural/linguistic backgrounds); and (3) language disorders can be identified efficiently and easily using computer technology. Development of the test in non-computerized form, then programming and piloting of the software with several age groups are described, revisions are chronicled, and validity results are reported. Plans for modifications are also noted. (MSE)

ED 419 417 FL 025 263

Nelson, Gayle L.; Al Batal, Mahmoud; El Bakary, Waguida
Refusals and Communication Style in American English and Egyptian Arabic.
PUB DATE- 98
NOTE- 63p.; Paper presented at the Annual Conference of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Comparative Analysis; Contrastive Linguistics; Discourse Analysis; *Interpersonal Communication; Language Patterns; Language Research; *Language Styles; Linguistic Theory; *North American English; Oral Language; *Social Status; Uncommonly Taught Languages
IDENTIFIERS- *Arabic (Egyptian); Discourse Completion Test; *Refusals

This study investigated similarities and differences in Egyptian Arabic and American English refusals, using a modified discourse completion test (DCT) consisting of three requests, three invitations, three offers, and three suggestions. Each situation included one refusal to a person of higher status, one to a person of equal status, and one to a person of lower status. Interactions were oral. Thirty United States interviews resulted in 358 refusals and 25 Egyptian interviews resulted in 300 refusals. The refusals were categorized by formula and analyzed for order, directness (a dimension of communication style), and frequency of semantic formulas. Results suggest that both groups use similar semantic formulas with similar

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Adult Students; *English (Second Language); High School Equivalency Programs; Learning Activities; Second Language Instruction; Second Language Learning; Skill Development; Teaching Guides; *Vocabulary Development

This book is a guide to teaching English vocabulary to second-language learners. The book is divided into 30 chapters that teach 240 critical words. This vocabulary includes what English-as-a-Second-Language (ESL), adult literacy, and pre-general equivalency diploma students need to get ahead in today's competitive world. The guide's distinctive features include these: (1) an intensive words-in-context approach; (2) abundant and varied practice; (3) a focus on essential words; (4) sensitivity to students' needs, appealing content; (5) a clear format; and (6) helpful supplements. The guide is one in a series that includes "Building Vocabulary Skills," "Improving Vocabulary Skills," "Advancing Vocabulary Skills," and "Instructors Manual." (JL)

ED 419 438 HE 031 208

Shiarella, Ann Harris
Scale of Community Service Attitudes for College Students.
SPONS. AGENCY- Colorado State Univ., Ft. Collins.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Attitude Measures; *College Students; *Community Services; *Helping Relationship; Higher Education; Models; Psychometrics; *Service Learning; *Student Attitudes; Student Volunteers; Test Reliability; Test Validity

This paper describes the development of a scale that measures college students' attitudes about community service, based on Schwartz' process model of altruistic helping behavior. The development of such a scale is seen as essential for research, evaluation of interventions, and the prediction of outcomes of community service participation. The model identifies eight sequential steps in four phases in a helping action: (1) activation steps (awareness of need, actions to relieve need, ability to provide help, sense of connectedness), which involve perceptions of a need to respond; (2) obligation step (empathy), or the moral obligation to respond; (3) defense steps (costs and benefits, seriousness of need and responsibility to respond), or reassessment of potential responses; and (4) response step (desire) for engagement in helping behavior. Scale development involved writing 85 survey questions; 74 on community service attitudes, six on demographics, and five on intention to engage in community service. Testing was conducted with 437 college students and was followed by reliability and validity analyses. The scale is continuing to be refined. Tables present results of the analyses done with the pilot test population. (Contains 16 references.) (DB)

ED 419 439 HE 031 210

concerning the cognitive, affective, and behavioral development of today's college students. Part 1 examines the concept of student development in a chapter providing an historical context and a chapter on the role and uses of student development theory. The five chapters of Part 2 examine psychosocial and identity development theories, including Chickering's theory of identity development; Josselson's theory of identity development in women; racial and ethnic identity development; gay, lesbian, and bisexual identity development; and Schlossberg's transition theory. Part 3 examines cognitive-structural theories in four chapters on: Perry's theory of intellectual and ethical development; later cognitive-structural theories; Kohlberg's theory of moral development; and Gilligan's theory of women's moral development. Part 4 presents three typology theories: Kolb's theory of experiential learning, Holland's theory of vocational personalities and environments, and the Myers-Briggs adaptation of Jung's theory of personality type. Part 5 provides a chapter on integrating theoretical approaches to create intentional developmental environments and a concluding chapter which examines the "state of the art" of student developmental theory. (Contains approximately 750 references.)(DB)

ED 419 457 HE 031 234

Birley, Graham; Moreland, Neil
A Practical Guide to Academic Research.
PUB DATE- 98
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; Data Analysis; Data Collection; *Educational Research; Foreign Countries; Higher Education; Qualitative Research; Research Design; *Research Methodology; Research Papers (Students); Research Projects; Statistical Analysis

This guide for researchers introduces important research methodologies and data collecting techniques, provides a framework for the critical assessment of existing research, and encourages involvement of academics and practitioners in research. Chapter 1, on planning a research project, discusses scheduling, time management, and planning the specific project. Chapter 2 focuses on obtaining funds and access issues, and chapter 3 deals with methodology, including surveys, ethnographic methods, case studies, action research, life history methods, historical research, etc. The development of various data collecting devices and techniques is covered in chapter 4, and the analysis of both qualitative and quantitative data is discussed in chapter 5. Chapter 6 deals with the research and subject literature, including strategies for managing literature searches and evaluating findings. Chapter 7 considers special issues when a particular organization is the subject of the research, such as cultural and political approaches. The links between quality improvements, monitoring, evaluation, and action research are addressed in chapter 8, while the importance of reflecting upon one's research is stressed in chapter 9. The role of the computer in both quantitative and qualitative research is discussed in chapter 10. The final chapter considers concerns in writing the final report and getting the work published.

Students; Foreign Countries; *Higher Education; *Learning Disabilities; *Physical Disabilities; Questionnaires; *School Counselors; Student Characteristics; Student College Relationship; Student Educational Objectives; *Student Experience; Student Participation; Student Personnel Services
IDENTIFIERS- Scotland

This study examined the experiences of disabled students at a variety of Scottish universities and colleges. The study was intended to provide insight into what it is like to be a student with additional needs, and to develop a list of key issues for policymakers. In the first phase of the study conducted in the summer of 1996, a preliminary survey of disability coordinators at these institutions sought information on the institutional definition of "disabled students," enrollment numbers of disabled students, provisions for catering to disabled students, and monitoring systems used by the institutions. In the second phase, 12 disabled students were interviewed about their lives, experiences, and aspirations; there was also an observational "shadowing" of the students through a typical week. Following a brief introduction, the report sections describe the students; the students' lives prior to enrollment; their experiences while attending their respective institutions; how students relate to their institution and its policies; obstacles encountered on the campus; the types of support available to students; students' social life and nonacademic accommodation; (8) students' views of their employment futures; the views of institutional staff; and the conclusions reached by researchers. Appendices include the coordinator questionnaire, notes on the "shadowing" method, and a list of participating students. (MAB)

ED 419 477 HE 031 271

Pope, Myron L.; Miller, Michael T.
A Review of Literature Related to Service for College Student-Athletes.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Advising; Academic Persistence; *College Athletics; College Students; Counseling Services; Extramural Athletics; Higher Education; Literature Reviews; School Holding Power; *Student College Relationship; Student Development; Student Improvement; Student Personnel Services

Student-athletes face a number of challenges that are not inherently addressed in a collegiate institutional structure. In addition to the usual sets of academic and social pressures faced by their nonathlete peers, student-athletes face a unique set of demands, including athletic training, competition, media relations, strength and conditioning programs, and attention to a life style that has little opportunity for continuation beyond the college experience. A review of the literature highlights issues in three areas: programming for student athletes, the role of the athletic director, and the role of the senior student affairs officer. Although athletics directors and the senior student affairs officers play important roles in the development, retention, and growth of student-athletes, not to be overlooked is the importance of the involvement of middle-level administrators in working with student-athletes. True support for student-athletes may come from alternative sources, including supportive faculty members researchers, and (2) the electronic interactions of two fourth graders. Observations, interviews, and review of documents provided insights into how technology and the Internet can become highways to enhanced literacy. (Author/AEF)

ED 419 496 IR 018 907

Craig, Dorothy Valcarcel
Learner in Charge: Student Inquiry and Technological Literacy.
PUB DATE- 98
NOTE- 8p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Computer Assisted Instruction; *Computer Literacy; Discovery Learning; Educational Practices; Grade 5; *Inquiry; Intermediate Grades; Internet; Learner Controlled Instruction; Skill Development; *Summer Programs
IDENTIFIERS- Computer Use

This study examined technological literacy patterns and the process of inquiry in a student-centered summer program designed around inquiry and Internet utilization. Five case studies consisted of various configurations of fifth grade students from a variety of educational backgrounds. A qualitative approach to research was implemented using grounded theory and the constant comparative method of data analysis. Data in the form of observational field notes, transcripts of video, and audio tapes resulting from each summer session revealed interesting findings regarding emergent technological literacy, "computer talk," work patterns, and the inquiry process. Pronounced differences between male and female participants showed variation and specific preferences to project design, inquiry, Internet utilization, and group configurations. Results of the study are offered to classroom teachers as implications for instructional practices in computer-enhanced classrooms. (Author)

ED 419 497 IR 018 908

Ehrich, Rodger; McCreary, Faith; Ramsey, Amy; Reaux, Ray; Rowland, B. Keith
Design of Technology-Based Learning Environments That Support Both Teachers and Students.
PUB DATE- 98
NOTE- 10p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; *Constructivism (Learning); Distance Education; Grade 5; Intermediate Grades; Learner Controlled Instruction; Microcomputers
IDENTIFIERS- Connectivity; Technology Integration

In the fall of 1996, the Computer Science Department at Virginia Tech initiated a joint project with the Montgomery County Public Schools in Virginia to determine how ready access to its context--the design, development, and implementation. The inquiry used a case study methodology on a sample of 15 participants to discover theoretical positions. The framework was based on one main question with two ancillary probes which are discussed in detail: "How is the introduction of the World Wide Web technology changing pedagogical practices?"; "How does the technology help reshape roles for teachers and learners?"; and "How does the technology encourage new and different types of interactions in the classroom?" The setting for the study was an undergraduate, senior-level course and graduate, "Media, Technology, and Diversity," designed to examine the influence of stereotypes and the values and beliefs of the designers on media products. A summary of research findings and practical implications is provided. The course production and implementation timeline and the syllabus are appended. (AEF)

ED 419 518 IR 019 140

Hovenic, Ginger
Log on to the Future: One School's Success Story.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Education; *Elementary School Curriculum; Partnerships in Education; Professional Development; Program Development; Research and Development; Staff Development; Teaching Methods
IDENTIFIERS- *Technology Integration

This paper describes Clear View Elementary School's (California) successful experience with integrating technology into the curriculum. Since its inception seven years ago, the school has acquired 250 computers, networked them all on two central file servers, and computerized the library and trained all staff members to be proficient facilitators working with students as they investigate library resources and generate multimedia projects. Ten full days for two years were focused on technology teacher training with two-thirds of the staff development dollars directed to this effort. Since 1993, all students use computers and the upper grade students use the fiber optic connection as part of their daily electronic routine of learning reading, writing, science, and math. The scene in Clear View classrooms is engaging as teachers use the teaching learning centers model: 10 children engaged in lessons using the computers, another 10 receiving small-group instruction from the teacher, and the remaining students working at their desks using hands-on practice lessons. Student projects, elementary-university partnership in professional development activities, and four years of research and development are discussed. (AEF)

ED 419 519 IR 019 141

Parr, Judy M.
Going to School the Technological Way.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

schools had implemented at least some of the key components of the Library Power initiative. Three of the schools achieved most of the program's objectives, another two made important strides in that direction, and two were classified as relatively low in their level of implementation. Overall accomplishments, factors explaining variations in program implementation, policy issues, and the future of Library Power are all discussed. (AEF)

ED 419 538 IR 057 040

Rosenblum, Cindy
E-Mail at Work: Is it Really Private?
PUB DATE- 97
NOTE- 22p.; Paper submitted to the Annual Convention of the Broadcast Education Association (BEA) (43rd, Las Vegas, NV, April 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Court Litigation; *Electronic Mail; Employee Attitudes; *Employment Practices; *Information Policy; Laws; *Privacy; Work Attitudes; Work Environment

This paper examines the controversy of e-mail privacy in the workplace. Once an employee uses an e-mail system that belongs to the employer, according to recent case law, their privacy rights are forfeited. Employers will now have to start creating policies to safeguard themselves from expensive litigation, and employees will have to be more careful about what kind of messages they send over their employer's e-mail system so that they do not get fired. This controversy may change behavior of employees in the workplace dramatically. They may feel stifled if they have to watch the content of every e-mail message they send. However, it may be for their own good not to divulge any personal information or personal opinions over the company system. (AEF)

ED 419 539 IR 057 041

Denman-West, Margaret W.
Children's Literature: A Guide to Information Sources.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Elementary Education; Fiction; *Information Sources; Library Collection Development; Nonfiction; Nonprint Media; Periodicals; Picture Books; *Publications; Reference Materials
IDENTIFIERS- Electronic Resources

Designed to serve as an access point to children's literature for researchers, librarians, teachers, parents, and young people, this single-volume guide covers reference materials published from 1985 through 1997. More than 325 information sources have been identified, reviewed, and individually evaluated, with entries ranging from theoretical discourses to descriptive and evaluative bibliographies on special topics. The major portion of the book is a bibliography of bibliographies. Sources include references to recommend children's books (fiction and nonfiction, including read-aloud and picture books in print and nonprint formats); materials relevant to children with special

Organization, Creating a Controlling Organization" (S. L. Howell et al.); "The Professional Development of Adult Education Professors" (L. Hwang); "Metaphors across Models" (P. J. Ilecki); "Developing Critical Reflective Thinking among Church Leaders in Sub-Saharan Africa" (C. E. Kingsbury); "The Use of Learning Strategies" (R. C. Kolody, G. J. Conti); "Rediscovering Hope in a New Era" (M. Law); "Faculty Awareness and Use of Adult Learning Principles" (P. A. Lawler, A. D. DeCosmo, S. C. Wilhite); "A Descriptive Case Study of the Impact of Social Learning Experiences on Adult Female Inmates" (J. D. McKinney); "Learning that Comes from the Negative Interpretation of Life Experiences" (S. B. Merriam, V. Mott, M. Lee); "Impact of Economic Crisis and Structural Adjustment on Education and Training in Africa" (D. C. Mulenga); "Ingredients for College Success: Looking through the Eyes of African American Adults" (J. M. Ross-Gordon, F. Brown-Haywood); "Women Mentoring Women" (J. Stalker); and "Feminist Pedagogy and Adult Learning" (E. J. Tisdell). (MN)

ED 419 088   CE 076 112

Mahomed, Nisaar
The Integration of Education and Training in South Africa within the Context of Labour Market Theories and Globalisation.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Articulation (Education); *Capitalism; Developing Nations; *Economic Development; Educational Development; Foreign Countries; Global Approach; *Job Training; *Labor Market; Lifelong Learning; Postsecondary Education; *Racial Integration; Secondary Education; *Vocational Education
IDENTIFIERS- *South Africa

The issue of integration of education and training is emerging at this particular period in South Africa's (SA's) history due to the changing global and domestic economic context. The Regulation Theory provides a rigorous analytical framework for understanding the relationship between education and the economy and for explaining the crisis in SA's capitalism. It shows how capitalism mutates, becoming stronger rather than weaker after successive crises. The SA economy has experienced the following: phenomenal growth from the early 1960s to mid-1970s; slower growth in the remainder of the 1970s with economic recession; a boom between 1978-82; and a deep recession in the mid-1980s. SA lacks a training culture because of the short-term perspective of industry, voluntarist industrial training policies, and low priority placed on work force training. Development however, continues on curriculum frameworks for general and further education and training, adult basic education and training, and on the relationship between lifelong learning and National Qualifications Framework. Proposals regarding mobility within the postsecondary and tertiary education sectors show unions, the African National Conference, state, and employers are united in their demand for greater student flow within an enlarged postsecondary and training sector. However, they disagree about the extent to which cross-institutional accreditation would provide effective linkages with postsecondary institutions. (56 references) (YLB)

ED 419 089   CE 076 275

(state and federal minor labor laws, teacher/coordinator and job supervisor responsibilities, training agreement, training plan, and evaluation). Chapter IX discusses coordination and extended service and lists appropriate coordination activities and types of extended service. Chapters X-XVII cover the following aspects of OWE programs: program accountability; recordkeeping; advisory committees; public relations; OWE student organization; agency coordination; vocational education planning districts; and state staff. Appendixes include definitions and sample program forms. (YLB)

ED 419 106 CE 076 370

Gruber, Samuel C.
Cumberland Valley School District's "High School Diploma Program for Adults." Extension of 1994-95 "353 Grant." Earning a Regular High School Diploma with or without a GED. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 123p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Basic Skills; Behavioral Objectives; Career Education; Civics; Civil Law; Community Resources; Competence; *Competency Based Education; Consumer Economics; Functional Literacy; *General Education; Global Approach; Health; *High School Equivalency Programs; Integrated Curriculum; Learning Activities; Literacy Education; Partnerships in Education; Program Development; Program Implementation; Public School Adult Education; Records (Forms); School Districts; Teaching Guides; Workbooks
IDENTIFIERS- Cumberland Valley School District PA; 353 Project

This document contains information from and about Project AchievE (sic), a program that was developed in Pennsylvania's Cumberland Valley School District to enable adults with or without a General Educational Development certificate to earn a regular high school diploma by mastering competencies in the following categories: government and law; occupational knowledge; health; consumer economics; community resources; and global studies. The following items are included: final report explaining how the AchievE model was developed and modified by three Pennsylvania educational agencies to meet their local needs; AchievE brochure outlining the program's application, placement, review, and completion processes; original proposal for the adult high school diploma project; sample partnership letter describing the partnership between Pennsylvania Blue Shield and the Cumberland Valley School District; training manual; student workbook; and time data log and student learning report forms for each of the six subject areas covered in the program curriculum. The student workbook outlines the objectives and competencies addressed in each subject area, and the teacher training manual contains the following: program goals; description of target population; program overview; procedure for conducting the program; guidelines for recruiting students; program calendar; program budget; competency lists; program application; and sample letters. (MN)

ED 419 107 CE 076 371

Gacka, Richard

references.) (YLB)

ED 419 125 CE 076 397

Removing Barriers to Work: Action Proposals for the 105th Congress and Beyond.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Disabilities; *Employment Problems; *Equal Opportunities (Jobs); *Federal Legislation; Policy Formation; *Public Policy
IDENTIFIERS- Proposed Legislation

This report focuses on the barriers to employment encountered by millions of individuals with disabilities and on proposals that would eliminate or reduce those barriers. The report describes the following three barriers: (1) many people would be worse off financially if they worked and earned to their potential than if they did not work; (2) people with disabilities cannot choose their own vocational rehabilitation program; and (3) people with disabilities lack employment opportunities. Fifteen action proposals are suggested to help people with disabilities overcome these barriers. The report concludes with a challenge to the 105th Congress to turn to people with disabilities to contribute to their country and to make their contributions more feasible through enactment of legislation based on the action proposals. (KC)

ED 419 126 CE 076 398

Smith, M. Cecil, Ed.; Pourchot, Thomas, Ed.
Adult Learning and Development. Perspectives from Educational Psychology. The Educational Psychology Series.
PUB DATE- 98
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Age Differences; Cognitive Ability; Cognitive Style; *Educational Psychology; Educational Research; Epistemology; Intellectual Development; Intelligence; Learning Theories; *Metacognition; *Mnemonics; Parent Education; Problem Solving; Reading; Reading Ability
IDENTIFIERS- *Forgiveness

Leading educational psychologists address problems in adult development and learning in this book. "What Does Educational Psychology Know about Adult Learning and Development?" (M. Cecil Smith, Thomas Pourchot) is the introduction. "We Learn, Therefore We Develop" (Nira Granott) tackles the problem of distinguishing between learning and development. "Abstraction, the Will, the Self, and Modes of Learning in Adulthood" (Juan Pascual-Leone, Ronald R. Irwin) describes a process-analytic account of consciousness, cognition, and personal factors that interact to determine learning. "Extending Sociocultural Theory to Adult Learning" (Curtis Jay Bonk, Kyung A. Kim) proposes an extension of sociocultural theory based on Vygotsky's research and writing. "On the Development of Adult Metacognition" (Gregory Schraw) describes the development of metacognition in adulthood and its relationships to knowledge and intellectual abilities. "Changing Mind, Changing World" (Bruce Torff, Robert countries are as follows: "The Transition for School to Work in Australia" (Frank Jones); "Education and Occupation in Britain" (Anthony Heath, Sin Yi Cheung); "From Education to First Job: The French Case" (Dominique Goux, Eric Maurin); "Education and Labour-Market Entry in Germany" (Walter Mueller, Susanne Steinmann, Renate Ell); "Investment in Education: Educational Qualifications and Class of Entry in the Republic of Ireland" (Richard Breen, Christopher T. Whelan); "Gender and Ethnic Differences in the Transition from School to Work in Israel" (Vered Kraus, Yossi Shavit, Meir Yaish); "Occupational Returns to Education in Contemporary Italy" (Antonio Schizzerotto, Antonio Cobalti); "Educational Credentials and Labour-Market Entry Outcomes in Japan" (Hiroshi Ishida); "From High School and College to Work in Japan: Meritocracy through Institutional and Semi-Institutional Linkages" (Takehiko Kariya); "Education and Early Occupation in the Netherlands around 1990: Categorical and Continuous Scales and the Details of a Relationship" (Paul M. De Graaf, Wout C. Ultee); "Qualifications and the Allocation Process of Young Men and Women in the Swedish Labor Market" (Robert Erikson, Jan O. Jonsson); "The Transition from School to Work in Switzerland: Do Characteristics of the Educational System and Class Barriers Matter?" (Marlis Buchmann, Stefan Sacchi); "The Transition from School to Work in Taiwan" (Shu-Ling Tsai); and "The Early Returns: The Transition from School to Work in the United States" (Richard Arum, Michael Hout). The book contains 402 references and name and subject indexes. (YLB)

ED 419 143 CE 076 428

Project GOLD: Growth Opportunities through Learning & Doing, Performance Reporting Period, November 1, 1996-February 28, 1998. National Workplace Literacy Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 272p.; Pages 37 and 38 may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Community Colleges; Education Work Relationship; Employment Potential; *Job Skills; Job Training; Literacy Education; Manufacturing Industry; *Productivity; Program Effectiveness; Program Evaluation; Two Year Colleges; *Workplace Literacy

Project "Growth Opportunities through Learning and Doing" (GOLD), Seminole Community College's basic skills update program, enrolled 107 students at 2 manufacturing facilities from April 1995-February 1998. Employees from Siemens Telecom Network (formerly known as Siemens Stromberg-Carlson) studied offsite in a classroom equipped with 10 computers and educational software designed for beginning to advanced learners. Students worked one-on-one with the instructor who also stressed soft skills vital to the workplace. Instructors provided similar instruction but without the aid of computers for Parker Hannifin students in that company's training room. Project GOLD also provided customized courses that ran the gamut from problem solving to team building to stress management. Enrollment in customized courses totaled 477 employees. An evaluation assessed the project's achievement of its goal of obtaining a return on the employer's investment through the improvement of basic employee competencies required in the workplace and its underlying premise of identifying employees deficient in basic skills areas and, through instruction,

PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Age Differences; *Basic Skills; *Education Work Relationship; Educational Attainment; Educational Needs; Employment Qualifications; *English (Second Language); Foreign Countries; *Literacy Education; National Surveys; *Numeracy; Sex Differences; Social Class
IDENTIFIERS- *Wales

The reading, writing, and numeracy skills of adults in Wales were examined by interviewing 2,853 adults aged 16-64 years. A quota sampling method and weighting procedure were used to obtain a study sample that was representative from the standpoints of age, gender, and geographic location. Respondents completed 12 literacy and 8 numeracy tasks encountered in everyday life. Of those surveyed, 2% had difficulty spelling easy words, 32% had trouble spelling more complex words, 6% had very low reading skills, 10% had low reading skills, 15% had very low numeracy skills, and 29% had low numeracy skills. Problems with literacy and numeracy were found in all age groups but were more frequent among women than among men. Consistent relationships were found between poor basic skills, unemployment, and social class. Individuals with poor basic skills were most likely to have left school at 16. Of the eight local education authorities in Wales when the study was undertaken, Mid Glamorgan and Gwent were the two with the most literacy and numeracy problems. Fluent Welsh speakers were less likely to have very low or low reading skills than were non-Welsh speakers. (MN)

ED 419 162 CE 076 461

Staying the Course. The Relationship between Basic Skills Support, Drop Out, Retention and Achievement in Further Education Colleges.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Basic Skills; Dropouts; *Educational Needs; Educational Supply; Foreign Countries; *General Education; National Surveys; Needs Assessment; Performance Factors; Postsecondary Education; Remedial Instruction; *Technical Institutes
IDENTIFIERS- England; Wales

The relationship between basic skills support, dropout rates, retention, and achievement in further education colleges was examined in a study of the 15,579 full-time students who were assessed at the time of their entry into 15 English and 3 Welsh general further education and tertiary colleges. On average, just under one-third of the students were identified as needing basic skills support. Compared to students who did not receive basic skills support, students who did were nearly three times as likely to complete their courses. Three-fourths of those who received support completed their first year of college successfully (compared to just over one-half of students who received no support). Among the barriers identified as deterring students from using basic skills support services were the following: scheduling difficulties, sensitivity to the stigma attached to having poor basic skills, and students' lack of recognition of the level of basic skills required for successful completion. Fewer than half of the students identified as needing basic skills support actually received

DESCRIPTORS- Contracts; *Counselor Training; Ethics; *Health Care Costs; *Health Maintenance Organizations; Health Services; Innovation; Legal Responsibility; Mental Health; *Orientation; *Psychotherapy
IDENTIFIERS- Case Management

The wildly varying utilization and quality control practices that make up "managed care" make it difficult to generalize new rules and requirements. Information that can aid counselor trainees in understanding the demands of managed health care is presented. The text explores the following questions: (1) "What do managed care companies want?" and (2) "What does managed care expect from behavioral health care providers?" The paper also explores some of the expectations that operate consistently across different managed care companies. It introduces the managed care mindset as "the future belongs to those who balance both quality and cost." It is claimed that psychotherapists must understand the domains of both administrators and clinicians in this new world of care. The ten key concepts underlying managed behavioral health care treatment direction, duration, dosage, and delivery are presented. Also provided are case management expectations of managed health care organizations, ethical psychotherapy treatment preferences on the basis of optimizing rather than maximizing care, and the idea of working responsibly to pare treatment. Partnering with managed care companies requires therapists to empathize and view problems from both the managed care and psychotherapy perspectives. Psychotherapists are advised to pick their clinical battles with increasing care and focus energy on cases where the most good can be done efficiently. (Contains 32 references.) (MKA)

ED 419 179 CG 028 409

Chmielewski, Todd L.; Moreland, Jeremy L.; Dansereau, Donald F.
Integrating New Information into Prior Knowledge.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Cognitive Structures; College Students; Concept Formation; Higher Education; Information Management; *Learning Processes; *Prior Learning
IDENTIFIERS- *Knowledge Maps

Because knowledge is constantly in flux, it is important for individuals to accurately incorporate new information into previously developed knowledge structures. Some of the issues surrounding this development of thought are explored in this paper. Although the phenomenon of knowledge integration is relatively common, very little empirical research has been devoted to the topic. The general objective of this study is to examine some of the components involved in the integration of knowledge. Participants for the study were 68 students recruited from undergraduate psychology courses. The students initially learned a body of material formatted as either a knowledge map or as a standard text. After studying this initial information, they were presented with new information that either supported or contradicted what they had previously learned (without having the original materials available). The results indicate that knowledge maps are more effective than text for facilitating the integration of knowledge. (MKA) guidelines for school psychologists include: (1) view the entire family as your client; (2) expand your definitions of informed consent and confidentiality; (3) teach advocacy skills to parents, legal guardians, and to other family members; and (4) develop a tripartite teacher-family-psychologist consultation relationship. Some guidelines for parents are: (1) learn the importance of confidentiality and informed consent; (2) seek the support of other parents who utilize similar psychological services; (3) come prepared with a list of questions to ask school psychologists and other personnel; (4) ask for an advocate for yourself and for your children; (5) ask for a consultation with the school psychologist; and (6) understand the ethical practices of school psychologists. Parents should ask to see a copy of the National Association of School Psychologists (NASP) "Principles of Professional Ethics" and should talk with the school psychologists about what constitutes good ethical conduct and professional practice. (MKA)

ED 419 198 CG 028 445

Wilkins, Victoria; Zanotti, Mary; Urban, Greg; Solomon, Mindy; Chambliss, Catherine
Familiarizing Students with the Empirically Supported Treatment Approaches for Marital Problems.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Theories; *Counselor Training; Higher Education; Literature Reviews; *Marital Instability; *Marriage Counseling; Outcomes of Treatment; Teaching Methods

When training counseling students it is increasingly important to acquaint them with the clinical research literature exploring the efficacy of a particular treatment. In order to facilitate this educational process, some reviews of empirically supported treatments (ESTs) concerning marital problems are provided here. ESTs, also called evidence-based treatments, are grounded in studies recommended by the American Psychological Association. Since managed care benefits often permit inclusion of family members in care, it is all the more imperative for providers to stay current with shifting trends in couples therapy literature. Background information and common treatment protocols for marital problems, are provided, including reasons as to why people enter counseling. Various studies concerning or involving the following types of counseling are detailed: discussion-type counseling; reciprocity counseling and reinforcement exchange; diagnostically relevant outcome measures; problem-solving treatment; emotionally focused treatment; behavior exchange therapy; communication/problem solving training; and behavioral sex therapy. Sections are presented on: "Does Martial Therapy Work? Couples Therapy is Better" and "Getting the Love You Want." Overviews of reports on couples research since the 1970s are provided. (MKA)

ED 419 199 CG 028 449

Reynolds, Kathleen; Ogiba, Shawn; Chambliss, Catherine
Educating Therapists in Training about Clients' Expectations of Treatment.
PUB DATE- 98
NOTE- 32p.

Shifts in the number of women in the workplace and a greater diversity and prestige level in their work may have an impact on the educational and occupational level to which students aspire. To examine the consequences of this shift, a comparison of the educational and occupational aspirations of high school students with the educational and occupational attainments of their parents was conducted to investigate gender differences. The participants were 272 male and 313 female high school students. They completed a questionnaire titled, "High School Students Survey: Work, Values, Interests and Skills in Career Guidance." Results showed that students aspired to significantly more education than that achieved by either their father or their mother. Also, the occupational prestige aspirations for both male and female students were significantly higher than the occupational prestige attainment of either parent, and females had significantly higher prestige aspirations than males. (MKA)

ED 419 218 CG 028 488

Lane-Garon, Pamela S.; Nelsen, Edward A.
An Exploration of Children's Strategy Choices for Resolving Conflict.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Children; *Conflict Resolution; Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; *Mediation Theory; Peer Counseling; Problem Solving

Socially competent children have been found to be effective negotiators, typically selecting more adaptive, non-physical strategies for resolving conflicts with peers. To explore this association, background information involving research with children's social strategies is presented. The research is part of a larger study concerning school-based peer-mediation. Of 112 4th-8th grade students in a bicultural school community, 62 were selected and trained to mediate the disputes of their peers on the playground. Another 50 students served as a comparison group for evaluation. The 50 nonmediators were aware of the program and sometimes participated as disputants in mediations on the playground. Training was assisted by the Arizona Attorney General's Office of Community Relations and the interval between pre- and post intervention was six months. Ninety-eight students responded to the conflict strategy survey, "Problem-Solving Scenarios." Results show that mediation training and practice seem to have the effect of encouraging independent interpersonal problem-solving. The Problem Solving Scenarios conflict survey is included in the report. (MKA)

ED 419 219 CS 013 182

Koldewyn, Elizabeth Ann
Building the Prior Knowledge of Disadvantaged First-Grade Students through the Use of Field Experiences.
PUB DATE- 98
NOTE- 90p.; M.Ed. Research Project, Weber State University.
LANGUAGE- English

Fifth Graders' Social Construction of Meaning in Response to Literature: Case Study Research.
PUB DATE- 98
NOTE- 188p.; Ed.D. Thesis, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Action Research; Case Studies; Classroom Research; *Classroom Techniques; *Critical Reading; Grade 5; *Instructional Improvement; Intermediate Grades; *Literature Appreciation; *Reader Response; *Student Development; Student Journals
IDENTIFIERS- Interpretive Research; *Meaning Construction; Response to Literature

A study examined how a teacher, researcher, and students moved beyond literal, lower-level thinking and response activities and engaged in literature study that promoted meaningful discussions and deeper-level responses and understandings. The study combined two research paradigms, action and interpretative research. The classroom teacher and researcher discovered and developed a pedagogy for improving literature instruction which included demonstration, facilitation of group process, and construction of meaning. At the same time, they observed and interpreted the manner in which the students independently engaged in literature study. Results indicated that: (1) literature can be a tool for children to identify their own fears, joys, and hopes through the character's eyes; (2) students went beyond the literal comprehension of literature by constructing interpretations together and making connections to their lives; (3) student choice of books, ways of making meaning, collaborative goal setting, and group decision making were motivating and crucial to successful literature study; (4) transmediation of students' responses included discussion, journals, and drama, and changing of sign systems assisted them to revisit the text in multiple ways and build layers and levels of thinking, understanding, and interpretations of the novel and its themes; (5) students developed a beginning understanding of historical events through the novel and their examination of other nonfiction sources of information; and (6) a struggling reader was capable of successfully engaging in literature study--although experiencing difficulty in reading, he exhibited thoughtful responses during discussions and activities. (Contains six figures and 142 references; sample forms and transcript conventions are appended.) (Author/CR)

ED 419 237 CS 216 331

Glau, Gregory R.
The "Mainstreaming " Approach.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Computer Uses in Education; *Freshman Composition; Higher Education; *Inclusive Schools; *Instructional Effectiveness; *Student Development; Writing

Innovation; *Mass Media; *Mass Media Role; Preservice Teacher Education; Reader Response; Reflective Teaching; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Critical Pedagogy; Cultural Studies; *Media Literacy; Textual Analysis; Transactional Criticism

This paper introduces the concept of critical viewing and illustrates what it means to take a critical stance in classroom teaching practice. The paper's purposes are: first, to discuss the possibilities of criticism in classroom practice as defined by progressive educators; second, to explain the interrelationship between critical literacy and the pedagogy of representation; and, third, to explore critical viewing as a response to "Intermediality." Intermediality implies taking a critical stance toward the multiple perspectives embedded in Intermedial, or simply, multi-layered texts. Defining critical viewing as a critical pedagogy of representation exposes the misconceptions associated with response-centered approaches which have assumed the central position of critical reader/viewing practices. The paper's aim is to show how a teacher can use critical viewing as a language of criticism to sift through multiple layers of texts, to go beyond surface impressions, traditional myths, and routine cliches, and to apply the meaning to each person's own social context. The paper challenges teachers to reevaluate current analytical schemes to gain a more contextual understanding of the mutually constitutive nature of theory and practice. It states that, to implement the vision of criticism illustrated here, students will be able to: (1) acknowledge the "multiple and insidious ways" in which power operates in the larger society to "reproduce the interests of the dominant culture"; and (2) analyze the hierarchical positioning of individuals within the social order on the basis of race, class, gender, and sexuality. Contains 58 references. (NKA)

ED 419 256 CS 509 839

Gutenko, Gregory
Recall of Television Advertising Messages as Influenced by Commercial Pod Position and Commercial/Program Affect Congruity or Dissonance.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Canadian Communication Association (St. John's, Newfoundland, Canada, June 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mass Media; Persuasive Discourse; Programming (Broadcast); *Recall (Psychology); Tables (Data); *Television Commercials; Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- *Advertising Effectiveness; Variables

A study examined viewer recall of television commercial content as influenced by both commercial spot positioning within breaks and the congruence or dissonance of the affective (emotionally evocative) formats of the program contexts and commercials. Objectives were to determine whether commercials will have greater rates of viewer recall if: (1) the commercials are positioned in the first or last "bookend" positions in a break; or (2) the commercials have production treatments or affective appeals that are congruent with that of the programming within which they are placed. The study also sought to determine if there are any correlations between these two variables. The legal citations for each section, and a glossary of selected legal terms. (RJM)

ED 419 275 EA 029 020

Designing and Implementing Standards-Based Accountability Systems.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; Program Development; School Administration; School Effectiveness; *Standards

To help educators with accountability concerns, this guide provides a method for establishing and evaluating accountability systems in states, districts, and schools. Standards-based accountability refers to collecting and reporting information based on students' progress toward achieving established standards. To be useful, an accountability system must meet the varying information needs of parents, educators, policy-makers and the public. Ten policy issues can help establish this information base including: defining purposes and goals; establishing a design and implementing a process; deciding who will be held accountable and how progress will be measured; how performance and progress will be compared; at what levels data will be collected and reported; administrators should weigh the costs of implementing such a system; creating assessment with rewards, sanctions, and other incentives; helping the public understand results; supporting teachers, schools, and districts; and fine-tuning the system. Two appendices provide indicators of state accountability systems and a glossary of terms. (RJM)

ED 419 276 EA 029 021

A Policymaker's Guide to Incentives for Students, Teachers and Schools.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; *Incentives; Performance Based Assessment; *Standards; Student Attitudes; Teacher Attitudes

This report identifies the elements for improving performance in a standards-based system and carefully examines the incentives for students, teachers, schools, and states. Student incentives include using standards for promotion and admissions to higher education, standards for graduation from high school, requirements for employment or entry into apprenticeship programs, and opportunities to participate in extracurricular school-organized activities. Incentives for teachers entail opportunities to increase knowledge and skills, goal clarification, and incentives to improve student achievement. Schools can be motivated by the reallocation of resources, by boosting achievement through school awards, by helping parents reinforce their children's engagement in academic work, and by implementing more extracurricular programs. Finally, states can four parts: (1) "A Postindustrial Unionism"; (2) "The Quest for Quality"; (3) "New Union-Management Agreements"; and (4) "Institutionalizing the New Union." (Contains an index and approximately 175 references.) (RJM)

ED 419 296 EA 029 061

Cheung, Stella; Murphy, Mary Ellen; Nathan, Joe
Making a Difference? Charter Schools, Evaluation and Student Performance.
PUB DATE- 98
NOTE- 30p.; Prepared at the Center for School Change.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Charter Schools; Educational Innovation; Elementary Secondary Education; *Instructional Effectiveness; Program Effectiveness; Program Evaluation; *School Effectiveness; Student Evaluation

An evaluation of the effectiveness of charter schools is offered in this report. The report attempts to answer three critical questions: (1) "How are charter schools assessing student achievement?"; (2) "What are charter schools doing to meet accountability requirements?"; and (3) "Are charter schools improving student achievement?" To answer these questions, it draws on data gathered from 31 charter schools in 8 states. It found that charters use a variety of measures to assess student achievement, such as standardized tests, student portfolios, and teacher evaluations. In addition to student achievement, accountability plans include areas such as student behavior and attitudes, staff development, parental involvement and satisfaction, school climate, fiscal management, and program activities. Charter schools and their sponsors share responsibility for a reliable, valid assessment, and in most cases, this responsibility has been carefully fulfilled. Information on the case studies under examination, evaluation methods, accountability plans, and evidence of success are all covered in the text. The report concludes that charter schools can improve the achievement of both inner city and rural students. (RJM)

ED 419 297 EA 029 062

Prospects for Reform: The State of American Education and the Federal Role. An Interim Report of the Senate Budget Committee Task Force on Education.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Decentralization; *Educational Change; *Educational Policy; Elementary Secondary Education; Federal Government; *Government Role; *Government School Relationship; *School Restructuring

An overview of U.S. academic achievement and the role of the federal government is offered in this report. It looks at scores on national tests, such as the SAT, and finds that although some improvements in math scores are evident, overall, students still score below scores from the 1970s. Furthermore, it is claimed that American students' math knowledge lags behind that of students in other countries. Such conditions raise the question whether schools are receiving adequate

DESCRIPTORS- Cost Effectiveness; Decision Making; *Delivery Systems; *Disabilities; *Educational Change; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Parent Participation; School Safety
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This report of the Senate Committee on Labor and Human Resources favorably recommends the passage of amendments to the Individuals with Disabilities Education Act to reauthorize and improve the act. Specific recommended improvements include: (1) decreasing paperwork, (2) providing increased flexibility and lower costs in the delivery of services, (3) enhancing parental input in decision making, (4) making schools safer, and (5) consolidating and targeting discretionary programs. Individual sections of the report present the proposed legislation's purpose and summary, the background and need for this legislation, the history of the legislation and committee action, an explanation of the bill and committee views, the specific amendments to sections of the original act, and a section-by-section analysis. (DB)

ED 419 316 EC 306 401

Miles, M.
Can Formal Disability-Related Services Be Developed with South Asian Historical and Conceptual Foundations? Constructions from Experience and Research.
PUB DATE- 98
NOTE- 28p.; Paper presented at the UK Forum for Information Exchange on Disability and Development in the Majority World. (Leeds, England, April 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Cultural Influences; *Developing Nations; *Disabilities; Educational History; Elementary Secondary Education; Foreign Countries; History; Special Education
IDENTIFIERS- India; *Pakistan

This paper uses experiences in Pakistan to address issues in the application of European-based principles of disability-related concepts and services to cultures in South Asia, especially Pakistan and India. Emphasis is on understanding the South Asian conceptual world of disability so that "development" rather than "transfer" of knowledge and skills can be appropriately rooted in indigenous conceptual bases. A review of the literature includes historical material with excerpts from Sanskrit and Tamil classics concerning the place of disability in society. This review also notes development of the formal service system in the nineteenth century. The inappropriateness of transferring modern Western ideological crusades (such as deinstitutionalization and inclusion) is stressed, as are the effects on educated South Asians of exposure to Western ideas. The paper concludes with a call for recovering South Asian disability history and integrating this history into the development of services for people with disabilities. (Contains 90 references.) (DB)

ED 419 317 EC 306 402

Gilleland, Kevin R.; Carruthers, William; Wright, Susan; Blackwell, Gordon; Nippert, Mark
Software To Help the At-Risk Child's Chances.

curriculum modification approaches. Module 3, "Cooperative Learning and Inclusion," by Jo Anne Putnam, is on cooperative learning as one strategy that can increase access to the curriculum for students with disabilities. Sections cover what cooperative learning is, a research review, ways to conduct cooperative learning activities, positive interdependence, lesson planning and cooperative structures, teaching cooperative skills, cooperative discipline, adaptations for students with disabilities, cooperative learning and cultural diversity, and cooperative student support teams. Generally, each section within a module presents the section's purpose, desired learner outcomes, the section content, suggested readings, suggested activity or activities, and an assignment. (Individual modules contain references.) (DB)

ED 419 334 EC 306 422

State Plan: Nebraska Vocational Rehabilitation Services Program: October 1, 1997 to September 30, 2000.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; *Long Range Planning; Program Administration; *Statewide Planning; *Vocational Rehabilitation
IDENTIFIERS- *Nebraska; Rehabilitation Act 1973

This document presents Nebraska's state plan for its vocational rehabilitation services program for fiscal years 1998-2000 as required under the Rehabilitation Act of 1973, as amended. An introductory letter from the U.S. Department of Education notes that the plan and amendments meet federal requirements. Individual sections of the plan address the following topics: (1) legal basis and state certifications; (2) development of the state plan and its supplement; (3) submission of the state plan and its supplement; (4) administration of the state plan; (5) scope of the state vocational rehabilitation services program; (6) administration of the provision of vocational rehabilitation services; (7) program administration; (8) financial administration; and (9) provision of supported employment services. The bulk of the document consists of 19 attachments, such as a summary of public comments on the state plan; plans, policies, and procedures regarding the transition to vocational rehabilitation services of students with disabilities; policy, state plan, and strategic plan changes; due process procedures; procedures and activities regarding the establishment and maintenance of a comprehensive system of personnel development; utilization of community rehabilitation programs; and quality, scope, and extent of supported employment services. (DB)

ED 419 335 EC 306 423

Ramirez, Bruce
Continuing Education Strategies for Attention Deficit Disorders: Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 177p.; For the manual, "A Continuing Education Program on

ED 419 353 EC 306 442

AFB Directory of Services for Blind and Visually Impaired Persons in the United States and Canada. 25th Edition.
PUB DATE- 97
NOTE- 575p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Non-print Media (100),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Blindness; Braille; Children; Elementary Secondary Education; *Federal Programs; Foreign Countries; Large Type Materials; Low Vision Aids; *Organizations (Groups); *Private Agencies; Public Agencies; Social Support Groups; *Visual Impairments; Voluntary Agencies
IDENTIFIERS- *Canada

This directory, accompanied by a CD-ROM, is a broad-based compilation of schools, agencies, organizations, and programs in the governmental and private, non-profit sectors that provides a wide variety of direct and indirect services, information, and other assistance to individuals with blindness or visual impairments. Organized information on producers and distributors of alternate media, adapted devices, and other products is also included. The directory has separate sections for U.S. and Canadian services. Agencies and organizations have been listed according to whether they provide services to a local area, state, or province, or on a national basis. It has the following main sections: (1) a brief overview of major U.S. and Canadian federal programs; (2) a comprehensive subject index that divides all entries into subject categories and lists them alphabetically within categories; (3) geographical listings arranged state by state and province by province; (4) federal agency listings and listings of agencies and organizations that provide services and information nationally; (5) suppliers of braille, tape, large-print, and disk formats and manufacturers and distributors of adapted products and devices; and (6) an alphabetical organization index. Accompanying the printed directory is a CD-ROM containing the same information, designed to be accessible with adaptive equipment. (CR)

ED 419 354 EC 306 443

Jensema, Carl
Presentation Rate and Readability of Closed Captioned Television. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Educational Technology.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Captions; Hearing Impairments; *Program Content; *Readability; *Television; Television Research
IDENTIFIERS- *Closed Captioned Television; *Presentation Rates; Time Delay

This report discusses the outcomes of a federally funded project that investigated the characteristics of the captions on captioned television programs. A sample of 183 captioned programs stratified by program type was selected and recorded. In addition, 22 captioned music videos were analyzed. Both roll-up and pop-on captions were analyzed. In the first part of the school officials, policymakers, and the public must agree on the minimum quality that they believe is acceptable for school buildings and the optimum quality needed for educational improvements. Decision makers are reminded that schools must meet federal mandates for safety and accessibility. Subsequently, some standards for school facilities are presented. Stakeholders also need to determine the appropriate mix of state and local funding, and one suggestion recommends that the state commit more funds to help schools with maintenance costs. Other possible strategies such as state bonds, local taxes, and developer fees are discussed. (RJM)

ED 419 373 EF 005 057

Lowe, James K., Jr.
Design-Build Contracting by Virginia Public Bodies.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Commonwealth of Virginia Department of Education Facilities Conference (Blacksburg, VA, February 23, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construction Management; Construction Programs; *Design Build Approach; Facility Planning; *Guidelines
IDENTIFIERS- *Virginia

In an effort to depoliticize design-build contracts, the Commonwealth of Virginia created a management review board to determine whether a locality should be authorized to use a design-build contract in lieu of competitive sealed bidding. This paper explains that process. In order to employ a design-build contract for a specific construction project, the Commonwealth and its departments, institutions, and agencies must seek and secure the prior approval of the Director of the Division of Engineering and Building. For public bodies other than the Commonwealth and its departments, institutions, and agencies, the public body must seek and secure the approval of the Design-Build/Construction Management Review Board prior to using a design-build contract for a specific construction project. For such contracts, prior to determining whether to use a design-build approach for a specific project, a professional advisor must be enlisted and a request for review submitted; the review process includes a judicial review. Information on the selection, evaluation, and award of design-build contracts is covered, as are details on proposal requests, the selection of qualified offerors, and project evaluation. (RJM)

ED 419 374 EF 005 059

Existing School Buildings: Incremental Seismic Retrofit Opportunities.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Hornberger, Nancy H.
Language Policy and Ideological Paradox: A Comparative Look at Bilingual Intercultural Education Policy and Practice in Three Andean Countries.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Change Strategies; *Cultural Pluralism; Educational Change; *Educational Policy; Essays; Foreign Countries; Indigenous Populations; *Language Planning; *Multicultural Education; Personal Narratives; *Public Policy; Rural Areas; Uncommonly Taught Languages; Urban Areas
IDENTIFIERS- Bolivia; Ecuador; Peru

Recent developments in language policy and educational reform in Peru, Ecuador, and Bolivia have opened new possibilities for indigenous languages and their speakers through bilingual intercultural education. Use of the term "intercultural" is examined in official policy documents and in short narratives about intercultural practice by indigenous and non-indigenous educators. Focus is on the paradox inherent in transforming a standardized education into a diversifying one, and constructing a national identity that is multilingual and multicultural. The discussion begins with a brief review of literature on language ideologies, multilingualism, and speech communities and of the sociolinguistic context of these three countries. It proceeds to an analysis of the "intercultural" emphasis in the countries' policies on bilingual intercultural education. Fifty-seven narratives of students in two course on bilingual education and language planning, taught by the author in Peru and Bolivia, are then examined. The narratives were one-page essays depicting an instance of intercultural interaction in an educational setting, focusing on urban-rural issues, student perceptions of cultural identity and interaction, role of cultural characteristics and sociocultural patterns, and their implications for development of a new educational ideology in the three countries. Contains 55 references. (MSE)

ED 419 396 FL 025 238

Smith-Johnson, Susan M.
Folktales: A Creative Way To Involve Students in Meeting the National Standards.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (April 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Cultural Awareness; Difficulty Level; *Folk Culture; Grade 4; Intermediate Grades; Language of Instruction; Language Role; Listening Comprehension; Media Selection; National Standards; Second Language Instruction; Second Language Learning; Social Studies; *Spanish; *Story Telling; Student Motivation
IDENTIFIERS- *Folktales; *National Standards for Foreign Language Learning

frequency in making refusals and use a similar number of direct and indirect formulas, although Egyptians used more direct formulas in the equal-status situations. Both groups had similar reasons for refusing. In some situations, however, the order of semantic formulas varied and the U.S. respondents used more expressions of gratitude. (Contains 56 references.) (Author/MSE)

ED 419 418 FL 025 264

McCafferty, Steven G.
A Longitudinal Study of the Appropriation of Gestures of the Abstract by L2 Learners.
PUB DATE- 98
NOTE- 16p.; Revised version of a paper presented at the Annual Conference of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Body Language; College Students; *Concept Formation; Foreign Students; Higher Education; *Interpersonal Communication; Learning Processes; Longitudinal Studies; Nonverbal Communication; *Second Language Learning; Time Factors (Learning); Videotape Recordings

A study investigated whether or not second language (L2) learners who are exposed to naturalistic and/or mixed contexts (i.e., living and studying the language where it is the dominant language in use) appropriate nonverbal forms of communication, and specifically whether gestures are reconceptualized in the L2. Subjects were two intermediate-level university students of English as a Second Language (ESL); data on one Taiwanese student are reported. The data were gathered over eight weeks in videotape recordings of the student in conversation with a graduate assistant. Beginning with the fourth conversation session, the student developed a reliance on use of iconic gestures to facilitate conversation, apparently as a form of object-regulation and also as other-regulation. The issue of whether the native speaker was also appropriating gestures from the learner to facilitate conversation also emerged. Results are discussed in the context of recent research on nonverbal communication and second language learning. (Contains 14 references.) (MSE)

ED 419 419 FL 025 265

Rose, Russell G.
Francophone Films in the Classroom.
PUB DATE- 97
NOTE- 20p.; Paper presented at the combined Annual Meeting of the American Association of Teachers of German, Inc. and the American Council on the Teaching of Foreign Languages (31st, Nashville, TN, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; Film Study; Foreign Countries; *Foreign Language Films; *French; Instructional Materials; *Language Variation; Lesson Plans; Second Language Instruction; Second Language Learning

Hansen, W. Lee, Ed.
Academic Freedom on Trial: 100 Years of Sifting and Winnowing at the University of Wisconsin-Madison.
PUB DATE- 98
NOTE- 352p.; Papers presented at the University of Wisconsin's 100th Anniversary Celebration of Academic Freedom Conference (Madison, WI September 16-17, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; Censorship; Civil Liberties; College Faculty; *Educational History; *Faculty College Relationship; Freedom of Speech; Higher Education; Professional Autonomy; Teacher Rights
IDENTIFIERS- *University of Wisconsin Madison

The 29 papers in this collection celebrate academic freedom at the University of Wisconsin-Madison and are organized around the 1894 "trial" of Richard T. Ely, an economist who was exonerated of fomenting unrest and discussing "dangerous" ideas in a Board of Regents Statement which stressed the importance of "sifting and winnowing" ideas to determine the truth. The papers are: "Sifting and Winnowing: The Historical Context" (John D. Buenker); "An Aristocrat on Trial: The Case of Richard T. Ely" (Theron F. Schlabach); "Sifting and Winnowing: A Chapter in the History of Academic Freedom at the University of Wisconsin" (Theodore Herfurth); "Now You See It, Now You Don't: The Plaque Disappears" (Arthur Hove); "'That Little Pill': Richard T. Ely and the Emerging Parameters of Professional Propriety" (Benjamin G. Rader); "The First Economist at Wisconsin, 1892-1925" (Robert J. Lampman, David B. Johnson); "Economists, the Economics Profession, and Academic Freedom" (A. W. Coats); "Speech Codes and the Mission of the University" (Donald A. Downs, Jr.); "Hate in the Cloak of Liberty" (Linda S. Greene); "'Hate Speech' Codes in Theory and Practice" (Ted Finman); "A Student's Perspective on University Hate Speech Codes" (Rebecca Schaefer); "A Faculty Member's Perspective on Hate Speech Regulation" (Cyrena N. Pondrom); "An Alum's Perspective on Hate Speech and Academic Freedom" (Mordecai Lee); "A Perspective from the Press" (Thomas A Still); "Academic Freedom: The Indivisibility of Due Process" (Net Hentoff); "Sifting and Winnowing: Its Meaning and Significance to Faculty and to Freedom of Research" (Waclaw Szybalski); "Academic Freedom from a Student's Perspective" (Raymond J. Kotwicki); "Sifting and Winnowing Issues at the University of Wisconsin-Madison" (E. David Cronon); "Academic Freedom: Threats and Limits" (Joel B. Grossman); "Sifting and Winnowing: Accountability/Assessment and Academic Freedom" (Joseph J. Corry); "Challenges to Research Independence for Faculty" (Robert Auerbach); "Challenges from Intellectual Property Rights" (Janet L. Greger); "Sifting and Winnowing: An Insider's View" (Phillip R. Certain); "Sifting and Winnowing: An Outsider's View" (Mary Lou Munts); "Passing on the Tradition" (James A. Klauser); "The Freedom to Teach...And the Freedom to Learn" (Michael W. Grebe); "'Continual and Fearless': An Observance of Academic Freedom" (Katharine Lyall); "Faculty Responsibilities to Sift and Winnow" (William S. Reznikoff); "Reaffirming the University of Wisconsin's Commitment: A Statement to the Board of Regents" and "Board of Regents Resolution 6787" (Phyllis M. Krutsch). Historical photographs comprise the last section of the book. (Some individual papers contain references.) (DB)

ED 419 440 HE 031 211

(Contains approximately 200 references.) (DB)

ED 419 458 HE 031 235

Reynolds, Katherine Chaddock
Visions and Vanities: John Andrew Rice of Black Mountain College. Southern Biography Series.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; *College Presidents; *Educational History; *Educational Innovation; *Educational Philosophy; Higher Education; Institutional Research; Small Colleges
IDENTIFIERS- *Black Mountain College NC; *Rice (John Andrew)

This biography presents the life of John Andrew Rice, who founded Black Mountain College (North Carolina) in 1933 to implement his philosophy of education, including the centrality of artistic experience and emotional development to learning in all disciplines and the need for democratic governance shared between faculty and students. Born in South Carolina in 1888 and educated at Tulane, Chicago, and Oxford universities, Rice went through a series of resignations and terminations from faculty positions before starting Black Mountain College, where he was able to test his educational ideas without interference from upper administration. Forced to resign from Black Mountain College in 1940, Rice left education to become a short story writer. The college was closed in 1956 and Rice died in 1968. The book presents Rice as a complex individual, full of ideals and charisma, but he was also arrogant, impulsive, and sometimes unscrupulous. (Contains approximately 500 references.) (DB)

ED 419 459 HE 031 236

Marsden, George M.
The Outrageous Idea of Christian Scholarship.
PUB DATE- 97
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; *Christianity; Educational Trends; Higher Education; *Religion; *Scholarship; *State Church Separation; Trend Analysis

This book criticizes the assumption in American higher education that faith and learning should be separated, proposing instead that higher education should be more open to explicit discussion of the relationship of religious faith to learning. The concept of religiously informed scholarship is advanced both as an alternative to the hollow secularism that is purposed to dominate mainstream academia but also to the simplistic fundamentalisms that are presented as the only alternatives. Other issues discussed include recognition of the necessity and value of a plurality of voices in the academic mainstream; the kinds of differences religious, and especially Christian, scholarship might make; and the implications of Christian or other religious scholarship for institutions of higher education, including state schools. Chapters include: 1) "Why Christian Perspectives Are Not Welcomed"; 2) "The Arguments for Silence"; 3) "Christian Scholarship and the Rules of the Academic Game"; 4) "What Difference Could It Possibly and residence hall directors. Recommended is an increased reliance on orientation or transitional programs to address the unique needs of student-athletes. (Contains 34 references.) (MAB)

ED 419 478 HE 031 272

Pope, Myron L.; Miller, Michael T.
Faculty Involvement in Governance: An HBCU Case Analysis.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *Black Colleges; College Administration; College Faculty; *College Governing Councils; Faculty Organizations; *Governance; Higher Education; *Participative Decision Making; Policy Formation; Professional Autonomy; Statistical Analysis; *Teacher Attitudes

In an attempt to measure faculty involvement in college governance at historically black colleges and universities (HCBUs),a study was conducted in fall 1996 at a private, historically black institution in Alabama. Questionnaires, with 25 Likert-type scale items, were distributed at a faculty senate meeting; the response rate was 79 percent (n=50). The study found that: (1) faculty agreed most strongly that the issues considered by their governance body (GB) were important, that governance leaders were well prepared, and that their GB adequately represented the faculty's collective point of view; (2) faculty disagreed with statements that their GB was involved in important institutional decisions about the way the institution was run, that it was well represented on committees making decisions on policy, planning, and the allocation of resources, and that faculty were adequately rewarded for their role in the governance process; (3) it was agreed that the ideal governance process utilized the faculty senate to solicit faculty participation; and (4) faculty felt they should be more involved in budgeting, and clarifying and monitoring administrator roles. Appended are a ladder of faculty involvement in governance, and means and standard deviations of faculty perceptions of shared governance and their roles in the governance process. (Contains 10 references.) (MAB)

ED 419 479 HE 031 273

Braunstein, Andrew; Lesser, Mary; McGrath, Michael; Pescatrice, Donn
Measuring the Impact of Income and Financial Aid Offers on College Enrollment Decisions.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Attendance; *College Students; *Enrollment Influences; Enrollment Management; Enrollment Trends; Financial Aid Applicants; Grants; Higher Education; School Statistics; Statistical Analysis; *Student Financial Aid; Student Loan Programs; Tables (Data); Trend Analysis; Work Study Programs
IDENTIFIERS- *Iona College NY

A study at Iona College (New York) analyzed the impact of networked computing in the fifth grade would affect long-term student achievement. This project examines what can be achieved if technology access, support, and curriculum integration can be eliminated as obstacles or constraints in the classroom and at home. To accomplish this, a high-tech classroom was designed at Riner Elementary School in which the technology is as ubiquitous as the furniture. A computer was sent home with each child and teacher and as much support as necessary was provided to all program participants, including parents. After a year of immersive exposure to a technology-rich classroom, the children continue in a conventional sixth grade classroom but keep their computers at home. This paper focuses on design and cost issues related to the dually constructivist learning environment created for the project, and describes experiences to date. (Author/AEF)

ED 419 498 IR 018 909

Halpin, Regina
Computer Literacy Taught through Student-Centered Activities in Elementary Teacher Education: Constructivist Theory Put into Practice.
PUB DATE- 98
NOTE- 12p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Constructivism (Learning); Elementary Secondary Education; Higher Education; Learning Activities; *Methods Courses; *Preservice Teacher Education; Preservice Teachers; Pretests Posttests; Skill Development; Teaching Methods

The effective use of technology in the classroom has become a focal emphasis in K-12 schools. Because of this emphasis, teacher education programs are expected to provide future teachers with an education that includes teaching specific content areas as well as an opportunity to become computer literate. During two semesters, pre- and post-questionnaires were administered to 73 preservice teachers completing integrated elementary methods courses in mathematics, science, social studies, and language arts. The pre-questionnaire was designed to assess students' computer skills before entering the senior method courses. Then, each of the 73 teachers were tracked at the end of their first year of teaching to assess how frequently they were using the technology as an instructional tool and for what purposes. Only 56 of the 73 preservice teachers were found to have completed one year of teaching. The results of this study provide valuable information for teacher education programs seeking ways to increase the probability that teachers will transfer computer skills into their classroom. (Author/AEF)

ED 419 499 IR 018 910

Hunter, Beverly
Building Capacity for Innovation: The Vanguard for Learning Model.
PUB DATE- 98
NOTE- 15p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Computer Uses in Education; Educational Practices; Educational Technology; Elementary Secondary Education; Foreign Countries; Student Projects; *Student Reaction; *Student Role; Teaching Methods
IDENTIFIERS- Technology Integration

This paper describes the ways in which the learning context with technology is "co-constructed" by teachers and learners, and investigates students' response to technology and how the beliefs and actions of students influence the use of technology in their classrooms. The research is a longitudinal case study of a school and its implementation of extensive technology projects over the last seven years. Perspectives from four cohorts of students were tapped in several ways. In terms of student responses to technology, their perception of circumstances which contribute to their learning, and how the beliefs and actions of students influence the use of technology in their classrooms, the major patterns emerging from the data are considered in terms of three themes: context and process for learning; changing expectations for learning; and differential responses to learning with technology. This study concludes that there is evidence that student response to technology influenced teacher practices, both management and pedagogical, and that there was evidence of instances where student beliefs and moves within the classroom influenced the shape of technology use. (AEF)

ED 419 520 IR 019 142

Yasar, Sefik
Expanding the Effective Use of Computers in Middle and High Schools in Turkey. Anadolu University Publications, No. 1007; Faculty of Education Publications, No. 48.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Educational Development; Educational Technology; *Elementary Secondary Education; Foreign Countries; High Schools; Intermediate Grades; Interviews; Junior High Schools; Middle Schools; Models; Skill Development
IDENTIFIERS- Technology Integration; *Turkey

Designing new models requires the educators to observe the educational settings in which computer assisted instruction (CAI) was implemented successfully. This paper proposes a CAI model for middle and high schools in Turkey based on the observations and interviews in K-12 schools in Arizona, USA in which computer technologies are implemented successfully. The model consists of three major components, which include: (1) CAI in the one-computer classroom, (2) CAI in the multiple-computer classroom, and (3) CAI in separate computer laboratories. Each component is subdivided into two components: needs of the teacher and needs of the students. The present model provides an initial listing of suggested knowledge bases and skills that appear to be minimums for teachers and students at basic, intermediate, and advanced levels of knowledge and skills. By providing flexibility in the area of teacher and needs and talents; reference sources; biographies; core periodicals and multimedia reviews; and nonprint media. In addition to bibliographic entries, there are biographies of authors and illustrators and Internet access points (using listservs, the World Wide Web, and other resources). Indexes to various literary genres for children--such as plays, poetry, fantasy, folklore, and songs--are covered as well. The book also provides information on centers for children's literature, professional journals, and professional associations. (AEF)

ED 419 540 IR 057 042

Kennedy, Shirley Duglin
Best Bet Internet: Reference and Research When You Don't Have Time To Mess Around.
PUB DATE- 98
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Networks; Computer Software; Electronic Mail; Information Networks; Information Sources; Information Technology; *Internet; *Online Searching; Reference Materials; User Needs (Information)
IDENTIFIERS- Electronic Resources; Search Engines

While the Internet has been called the world's library for its mass of information, its maze makes quick and easy results elusive. This book acts as a guide to quality research and reference sites on the Internet, compiling and profiling more than 500 ready-for-reference sites. The book also examines the best subject directories; offers tips on various search engines; suggests when to use such tools as "gophers," "veronica," and "jughead"; explains how e-mail discussion lists and newsgroups can aid in reference; discusses virtual libraries and newsgroups; and evaluates and categorizes each site. Tips and tricks are offered on strategies designed to help librarians satisfy their users on the spot, while they wait. Appendixes include chapter-by-chapter sites and Universal Resource Locations (URLs), Web Page checklists; information on citing electronic resources; a glossary of Internet search terms; a bibliography; and an index. (AEF)

ED 419 541 IR 057 043

Witta, E. Lea; Mathews, Bruce
Comparison of 1995-1996 High School Students Attitude Survey Results.
PUB DATE- 97
NOTE- 47p.; Paper presented at the Annual Conference of the American Evaluation Association (San Diego, CA, November 4-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Computer Assisted Instruction; *High School Students; High Schools; Instructional Effectiveness; Instructional Improvement; Instructional Material Evaluation; *Interactive Video; *Student Attitudes; Student Reaction; Surveys

Prior evaluation has been concerned with the attitude of high

Family Literacy Guide to Welfare Reform. Family Independence Initiative Publication #3.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Demonstration Programs; Elementary Secondary Education; *Family Literacy; *Family Relationship; Federal Legislation; Guides; *Literacy Education; Program Design; Program Development; Program Improvement; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Welfare Reform

This guide provides the information family literacy programs, practitioners, and friends need to understand the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) and its ramifications. It also addresses how to advocate on behalf of family literacy and to adapt programs to meet welfare reform requirements, while providing comprehensive family literacy services. Part I is an introduction. Part II discusses the features of the national welfare reform law that have the most immediate impact on family literacy, lists suggestions to help family literacy programs be successful in the welfare-to-work environment in four main categories (instructional content, program design, partnerships, and advocacy), and lists steps a family literacy program can take to respond to welfare reform. Part III contains highlights of some experimental designs of programs and initiatives, including the following: South Carolina Head Start Family "Independence" Literacy Collaboration Project; National Center for Family Literacy (NCFL) Family Independence Initiative; Literacy Volunteers of America--Chippewa Valley, Eau Claire, Wisconsin; Jefferson County Public Schools, Louisville, Kentucky; Canton City Schools Even Start, Canton, Ohio; Rochester City School District, Rochester, New York; and Atlanta Family Learning Program, Atlanta, Georgia. Part IV provides a summary of the provisions of the welfare reform act and a summary of tribal provisions. Part V contains descriptions of 12 welfare reform resource organizations. (YLB)

ED 419 090 CE 076 328

Angione, Christine M.; Giacobbe, Maxine B.; Bamberger, Richard
Developing Leadership Potential & Career Choices. NYSAWA: Women Helping Girls with Choices Project. A Report of the Statewide Conferences on Women Helping Girls with Choices.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Choice; *Career Education; *Females; Intermediate Grades; Junior High Schools; *Leadership Training; *Literature; Mentors; *Middle Schools; Nontraditional Occupations; Role Models; Significant Others; Workshops
IDENTIFIERS- Middle School Students

Adult Education Alternative Diploma. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Competence; Competency Based Education; Cooperative Programs; *Curriculum Development; Educational Certificates; *High School Equivalency Programs; High School Graduates; Institutional Cooperation; Literacy Education; Program Development; *Public School Adult Education; *Student Certification; Student Recruitment
IDENTIFIERS- 353 Project

The Adult Education Alternative Diploma project was conducted to develop an alternative program to the General Educational Development (GED) diploma program through which adult students in Pennsylvania could earn actual high school diplomas. During the year-long project, a competency diploma program was developed and implemented in conjunction with a regional alternative high school. One additional school district has formally agreed to implement the program starting in September 1997. In addition to the competency diploma, an arrangement was negotiated with North Coast High School by which adult students could complete an alternative academic curriculum and receive a high school diploma. Three adult students graduated with the North Coast class of 1997. Adult diploma programs are now available as part of a comprehensive academic program operated through a regional Pennsylvania Department of Education-approved alternative high school. Twelve appendixes to the report, which make up the major part of the document, include the following: a letter from Cumberland Valley Superintendent endorsing alternative diploma program; a list of companies who reviewed draft competencies; a list of school districts indicating interest in alternative diploma project; a description of North Coast School; flyers and memos describing graduation options; North Coast High School handbook; a press release; and a competency list. (KC)

ED 419 108 CE 076 372

Van Horn, Barbara H.
Research and Development of Pennsylvania-Specific Adult Learner Competencies in Family, Work, and Community Contexts. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 27p.; For the learner competencies report, see ED 418 241.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Competence; Competency Based Education; Curriculum Development; *Daily Living Skills; Educational Needs; *Family Life Education; *Job Skills; *Literacy Education; Program Implementation
IDENTIFIERS- 353 Project

The Adult Learner Competencies Project included literature research and consultation with adult education practitioners in Pennsylvania to establish learner competencies that could be used by all adult basic and literacy education (ABLE) providers

J. Sternberg) describes the role of practical intelligence and tacit knowledge in adult learning. "The Role of Adults' Beliefs about Knowledge in School, Work, and Everyday Life" (Marlene Schommer) considers the critical role of adults' epistemological beliefs in their school, work, and everyday lives. "Adult Intelligence" (Phillip L. Ackerman) presents a knowledge-based perspective of adult intellectual ability marked in its distinction from traditional views of intellectual functioning in adulthood. "Mnemonic Strategies for Adult Learners" (Russell N. Carney, Joel R. Levin) describes memory-enhancing techniques for those whose memory abilities may be affected by aging processes. "Adult Age Differences in Reading and Remembering Text and Using This Information to Make Decisions in Everyday Life" (Bonnie J.F. Meyer, Andrew P. Talbot) examines the interplay between various reading processes and adults' abilities to use the information they acquire from text across the life span. "The Educational Psychology of Reading in Adulthood" (M. Cecil Smith) summarizes what is known about adults' reading skills, based on a number of individual studies and a recent national assessment of adults' literacy abilities. "Forgiveness Education with Adult Learners" (Catherine T. Coyle, Robert D. Enright) describes an important new research area. "Contributions of Parent Education to Adult Development" (Lee Shumow) illustrates the impact that adult educational psychology interventions can have in the everyday lives of adults. "Toward an Adult Educational Psychology" (M. Cecil Smith, Thomas Pourchot) synthesizes the themes and issues running through the book. Author and subject indexes are included. (YLB)

ED 419 127 CE 076 399

Goldberger, Nancy Rule, Ed.; Tarule, Jill Mattuck, Ed.; Clinchy, Blythe McVicker, Ed.; Belenky, Mary Field, Ed.
Knowledge, Difference, and Power: Essays Inspired by "Women's Ways of Knowing."
PUB DATE- 96
NOTE- 478p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Development; Adult Learning; Blacks; Cognitive Style; College Students; Cultural Influences; Epistemology; Essays; Feminism; Higher Education; *Individual Development; *Learning Processes; Learning Theories; Legal Education (Professions); *Psychological Characteristics; Psychotherapy; *Self Actualization; *Sex Differences; Socioeconomic Influences; *Womens Education
IDENTIFIERS- African Americans; *Womens Ways of Knowing

This book contains 14 essays exploring how the theory of women's psychology, development, and ways of knowing has developed during the past decade. The following essays are included: "The Beginning of the Story: Collaboration and Separation" (Nancy Rule Goldberger); "Looking Backward, Looking Forward" (Nancy Rule Goldberger); "Reconfiguring Teaching and Knowing in the College Classroom" (Ann Stanton); "Women's Ways of 'Knowing' Law: Feminist Legal Epistemology, Pedagogy, and Jurisprudence" (Carrie Menkel-Meadow); "Embodying Knowledge, Knowing Desire: Authority and Split Subjectivities in Girls' Epistemological Development" (Elizabeth Debold, Deborah Tolman, Lyn Mikel Brown); "Connected Knowing in Constructive Psychotherapy" (Michael J. Mahoney); "Women's Ways of Knowing in Women's Studies, Feminist Pedagogies, and Feminist Theory" (Frances A Maher, Mary Kay Tetreault); "Unknown Women and Unknowing improving their abilities, thus improving productivity. There is no doubt that the work being conducted by Project Gold is accomplishing its mission, within the constraints of available employee learners and corporate downsizing. The progress of the original Siemens Telecom employees, Project Gold, accomplished in 28 months what few full-time educational institutions could have, both in terms of score increments as well as overall communications and skill building. Project Gold has not been able to determine its impact as it relates to production figures at Parker-Hannifin. Reasons include: changing shift schedules and removing employees from the floor for customized training courses. (Appendixes to the evaluation report include the following: student demographics, anecdotal supervisor and student comments, summary of lesson plans, subject mastery lists, and instructor and student evaluations.) (YLB)

ED 419 144 CE 076 430

Martin, Melissa
JOB Soup for Women: 80 Job Bites You Can Sink Your Teeth into.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Age Discrimination; *Assertiveness; *Career Choice; Career Education; Cognitive Style; Employed Parents; *Employed Women; *Employment Interviews; Empowerment; Job Application; Job Satisfaction; *Job Search Methods; Job Skills; Mothers; Nontraditional Occupations; Occupational Information; Older Adults; Portfolios (Background Materials); *Promotion (Occupational); Resumes (Personal); Sexual Harassment; Stress Management; Tenure; Vocational Education; Work Attitudes

Written for women by a career counselor, this resource guide provides proven job-search tips and teaches women about their personal job power. Its 80 job bites are divided into 10 chapters: "Choosing a Career & Evaluating a Job"; "Learn To Be an Assertive Woman at the Workplace"; "Portfolios, Resumes, Cover Letters, and Thank You Notes"; "Knowing Yourself, Job Skills, & Interviews"; "Knowing Workplace Laws Will Empower You"; "Choices/Changes in the Workplace and Women's Work"; "Making a Positive Impression Know Where to Find Job Information and Resources"; "How to Keep Your Job & Be Promoted"; and "Knowledge About the Past Empowers Women for the Future." Each job bite provides information or knowledge about a proven job-search tip. Topics include the following: career mapping; employment evaluation; personality profiles; learning styles; occupational clusters; manage your mouth; flex your brain muscle; power of a problem-solver; stress busters; portfolio with personality; resume writing; cyber resumes; cover letters; applications; interview etiquette; employment laws; family matters; sexual harassment; mature workers; nontraditional occupations; female-owned businesses; working moms are role models; create an image; job targeting; tools to use for job hunting; employment resources; telecommunication tools; network wheels; getting along with co-workers; the promotable woman; job satisfaction; and conflict solvers. (YLB)

ED 419 145 CE 076 432

Naidoo, Anthony V.

it. It was recommended that initial assessment for basic skills difficulties be extended to part-time students. (Thirteen tables/figures are included.) (MN)

ED 419 163 CE 076 466

Neal, Derek
Who Are the "Low-Wage" Workers?
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Basic Skills; *Employment Problems; *Females; High School Equivalency Programs; High School Graduates; Job Skills; *Low Income Groups; *Males; *Social Characteristics; Underemployment; *Wages
IDENTIFIERS- Current Population Survey; National Longitudinal Survey of Youth

A study attempted to identify low-wage workers in the United States by providing a statistical portrait of all workers who made less than $6.25 per hour in 1993. Data for the analysis were gathered from a cross-section of the Merged Outgoing Rotation Group File--Current Population Survey (CPS) for 1993 and panel data from the National Longitudinal Survey of Youth (NLSY). The study found that, in 1993, 19 percent of working men and nearly 29 percent of working women made less than $6.25 per hour. The study also found, however, that low-wage workers are often weakly attached to work and often are not the sole source of support for themselves or their families. More than half of low-wage workers are either working part time, in school, or living with their parents. In addition, most low-wage workers do not have a record of continuous full-time employment over a substantial period of time. Low-wage workers also are less likely to have finished high school and more likely to hold a General Educational Development (GED) certificate rather than a regular high school diploma. They are also are likely to have lower reading, writing, and mathematics skills. The study concluded that the vast majority of low-wage workers are not working 40 hours per week, year after year, in a futile effort to support themselves or their families. Future research should address why so many low-wage adults are weakly attached to full-time work. (Data are reported for males and females and displayed on eight graphs.) (KC)

ED 419 164 CE 076 475

Natale, Samuel M., Ed.; Fenton, Mark B., Ed.
Business Education and Training: A Value-Laden Process. Volume I: Education and Value Conflict.
PUB DATE- 97
NOTE- 295p.; For volumes II-III, see CE 076 476-477.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Business Administration Education; Competency Based Education; *Conflict; *Ethics; Government Role; Higher Education; Lawyers; Legal Education (Professions); Medical Education; Medical Services; *Professional Education; Teacher Education; *Value Judgment; *Values; Vocational Education

The 19 papers in this volume explore value conflicts in all professions. "Worlds in Collision: Value Conflicts in the Training of Professionals" (Samuel M. Natale, William G.

ED 419 180 CG 028 410

Gregg, Soleil
School-Based Programs To Promote Safety and Civility. AEL Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Conflict Resolution; Educational Environment; Elementary Secondary Education; Intervention; Policy; Prevention; Program Descriptions; Program Development; *School Security; *Student Attitudes; Violence
IDENTIFIERS- *Civility; Respect

Information regarding school-based programs designed to promote safety and civility as well as reduce violence and disrespect toward school personnel and fellow students is provided in this document. It describes primary, secondary, and tertiary interventions. Primary interventions are defined as universally administered to all students and are designed to protect children from the risk of developing antisocial behavior. School-wide programs that teach conflict management and anger fall into this category. Some of the primary intervention programs discussed here include: "Alternatives to Gang Membership," "Child Development Project," "Collaborative Student Mediation Project," "Law-Related Education," "Peace Education Foundation," "PeaceBuilders," "Peer Mediation in Schools Program," "Project S.T.O.P.(Schools Teaching Options for Peace)," "Promoting Alternative Thinking Strategies (PATHS)," "Resolving Conflict Creatively Program," and "Responding in Peaceful and Positive Ways (RIPP): The Richmond Youth Against Violence Project." Programs that are designed for secondary intervention--strategies that target individual students known to be at risk for antisocial behavior--are also described and include: "Conflict Resolution Project," "First Steps," "Positive Adolescents Choices Training (PACT) Program," and "Self Enhancement, Inc." Some programs that combine primary and secondary interventions include "FAST Track," and "Metropolitan Area Child Study." Other types of school-based programs, such as "Educators for Social Responsibility" and "Preparing Instructional Teams to Teach Effective Citizenship Education," are also detailed. Tips for developing and implementing schoolwide programs, along with lists of considerations to be examined by policy makers, are provided. Contact information for each program is given. (MKA)

ED 419 181 CG 028 416

Steward, Robbie J.; Jo, Hanik; Roberts, Amber
Empathy and Cross-Cultural Sensitivity.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Great Lakes Regional Conference, Division 17 of the American Psychological Association (Bloomington, IN, April 3-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Counselor Attitudes; *Counselor Training; Counselors; Cross Cultural Studies; *Cultural

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Congruence (Psychology); Counseling Effectiveness; Counselor Client Relationship; *Counselor Training; *Expectation; Higher Education; Motivation; *Psychotherapy; *Satisfaction; Termination of Treatment
IDENTIFIERS- *Client Attitudes; Client Satisfaction

Training therapists effectively requires familiarizing them with the modal expectations that clients bring to the therapeutic encounter. Ways in which therapists can be apprised of clients' expectations of therapy are discussed. Accurate understanding of clients' attitudes permits development of appropriately focused therapy goals and is generally associated with higher client satisfaction at the end of treatment. Congruence between therapist and client objectives also reduces premature termination. Reasons for client termination have been studied primarily by use of therapists' retrospective assessment. In this study, it is hypothesized that one underlying factor for early termination may be an incongruence between client and therapist expectation of therapy. In order to assess congruence, 100 randomly selected mental health care professionals and prospective psychotherapy clients were surveyed regarding client expectations and goals of therapy prior to the onset of treatment. Areas of client therapist congruence are examined, and their implication for the conduct of effective psychotherapy are explored. Appendices include the Client Attitude Questionnaire and Client Motivations for Seeking Treatment. Contains 90 references. (Author/MKA)

ED 419 200 CG 028 452

Watts, Caroline L.; Murphy, Jennifer A.; Nikitopoulos, Christina E.
ECP: Enhancing Psychosocial and Academic Development in Elementary Schools.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Training; *Early Intervention; *Elementary Education; Elementary School Students; Empowerment; *Individual Development; Internship Programs; Interprofessional Relationship; *Prevention; *Program Design; Social Workers; Student Development; Systems Approach; Teacher Education
IDENTIFIERS- Risk Taking Behavior

The Early Childhood Prevention Project (ECP) is an innovative effort to integrate psychosocial and educational approaches for promoting children's healthy development in elementary school. ECP takes a holistic approach to the prevention of academic and psychosocial problems and the promotion of students' educational and interpersonal development. A collaborative systems model is employed. The primary objectives of the project are described under headings of service, training, and staff development. Four central activities are diagramed as the "Pyramid of Prevention Services": (1) whole-classroom interventions; (2) small academic and social skills groups; (3)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Disadvantaged Youth; Field Experience Programs; *Grade 1; *High Risk Students; Language Experience Approach; Primary Education; *Prior Learning; Qualitative Research; *Reading Comprehension; Reading Research; Student Journals; *Thematic Approach
IDENTIFIERS- Trade Books; *Utah (North)

A study examined the effects of prior knowledge on the reading comprehension of disadvantaged first-grade students from an inner-city school in northern Utah. A thematic approach using trade books, field experiences, Language Experience Activities, and student journals was used to increase background knowledge of the at-risk first graders who were studied. The entire class participated in the field experiences and observations; four at-risk students from the group were selected for pre-trip and post-trip interviews. Qualitative research using observation, interviews, and journals was conducted in the classroom. Results showed deeper and richer prior knowledge and understanding in the post-trip interviews. Data gathered suggest that using field experiences and related activities can be a powerful way to extend prior knowledge, build schema, and make up experiential deficits in at-risk first-grade students. (Contains 72 references; appended are examples of various journal, observational, and question forms used in the study.) (Author/CR)

ED 419 220 CS 013 185

Dreher, Mariam Jean; Davis, Kathryn Ann; Waynant, Priscilla; Clewell, Suzanne F.
Fourth-Grade Researchers: Helping Children Develop Strategies for Finding and Using Information.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Classroom Techniques; Comparative Analysis; Content Area Reading; *Grade 4; *Information Seeking; Information Skills; Intermediate Grades; Research Methodology; *Research Skills; *Student Research; Thinking Skills
IDENTIFIERS- *Strategy Training

A study examined the effectiveness of research strategy instruction that is integrated with the demands of inquiry-based content-area projects, rather than the typical teaching of research-related skills out of context. The study was conducted at two elementary schools, one a Title I school with a high percentage of poor readers, the other a school with a predominantly middle class population with fewer students who were poor readers. Participants were fourth graders: at the Title I school there were 7 girls and 6 boys, and at the other school, there were 15 girls and 11 boys. The classroom context was designed collaboratively by a research team consisting of a teacher, a university faculty member, a reading/language arts coordinator, and an instructional specialist. Instruction was done by the classroom teacher alone at one school, but the teacher at the Title I school was supported by the research assistant. Results indicated similar patterns at both schools with performance assessments showing no differences on prior

Difficulties; Writing Improvement; *Writing Skills; Writing Strategies
IDENTIFIERS- *Arizona State University; Basic Writers

Currently the overall philosophy of many basic writing programs is one of inclusion rather than exclusion. First-year students are seen as part of the writing community, instead of continuing the mindset where students were sent off to "take this remedial class and then you'll be ready for English 101." At Arizona State University (ASU) a "Stretch Program" (English 101 is "stretched over two semesters) is designed specifically for those students who lack experience with the kinds of writing they will be asked to do at ASU. The program gives them more time to develop effective writing strategies and experience that will help them in all of their university classes. More universities are moving into a focus on computer-mediated instruction, helping students become accustomed to the technological culture on the university campus. Many instructors focus on reading as well as writing in the basic writing classroom and directly incorporate writing centers into their curriculum and pedagogy. At ASU, about 90% of students who complete the "Stretch" sequence believe their writing has improved. Similar basic writing programs are in place at San Francisco State University, the University of Minnesota's General College, Indiana University Southeast, and CUNY's John Jay College of Criminal Justice. (CR)

ED 419 238 CS 216 332

Pershey, Monica Gordon
Teachers as Researchers: An Expanding Role for Special Needs Educators.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Conference of the Orton Dyslexia Society (Minneapolis, MN, November 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Educational Research; Elementary Secondary Education; Professional Development; Reflective Teaching; Research Design; *Research Methodology; *Teacher Researchers; Teacher Role
IDENTIFIERS- Teaching Research; Writing Contexts

Noting that teachers' research is found in personal journals, professional conversations, computer networking, formal research studies, and publications or presentations, this paper answers, in outline form, a series of questions on the expanding role for special needs educators. These questions are: what "teacher as researcher" means; why teachers are becoming researchers in their own teaching environments; what (or who) the subjects of teacher research are; what some of the most common research methods and designs are that teachers use when researching their environments; how teacher researchers can find and frame a research question; what resources (articles, books, and other publications) can be consulted to learn how to become a teacher researcher, and what sources of support exist for teachers' research; and how teachers can start planning and networking today. Contains 34 references. (RS)

ED 419 239 CS 216 333

survey methodology employed a naturalistic laboratory setting, and subjects (all were students at a midwestern university participating as volunteers outside of scheduled class time) viewed either a half-hour comedy or police drama, each containing two commercial breaks comprised of four to five spots each. Results indicated that neither the hypothesis that spot position within a pod will influence recall of the commercial message or of associated visuals or brand/service names nor the hypothesis that affective congruity or dissonance with program context would influence recall were supported. Findings suggest that inherent product interest and message content variables play roles in recall that are more significant and influential than pod position or affect congruity. (Contains 8 tables and 19 references.) (CR)

ED 419 257 CS 509 840

Gutenko, Gregory
Deconstructing "Teletubbies": Differences between UK and US College Students' Reading of the Children's Television Program.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of The Canadian Communication Association (Ottawa, Ontario, Canada, June 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; *Childrens Television; *College Students; Comparative Analysis; *Critical Viewing; *Cultural Context; Foreign Countries; Higher Education; Media Research; Programming (Broadcast); *Television Viewing
IDENTIFIERS- Alternative Conceptions; Deconstruction; *Teletubbies; United Kingdom; United States

In April 1997 in the United Kingdom (UK), "Teletubbies," a television program designed for young children, debuted. Unexpectedly, it developed a cult following among college students. In April 1998 "Teletubbies" debuted in the United States (US) on PBS. A study compared alternative readings and deconstructions of "Teletubbies" between UK and US college students to see what differences might be found and how these differences might reflect shared and unshared cultural significations between program and audiences. The study has been premature--UK student following probably matured during summer 1997, while the US student audience is currently unformed. Exposure to "Teletubbies" is not equivalent--"Teletubbies" airs much more frequently in the UK. Sampling methods are also now considered unreliable and invalid. No text records have been found of in-class deconstruction exercises occurring within two months of "Teletubbies" UK debut; the US exercise conducted occurred less than one month after "Teletubbies" debut, and study participants only had videotape exposure to the program. UK students have most often related integrated readings that deconstruct "Teletubbies" as either a "premier drug inducement program" or a portrayal of life after nuclear Armageddon wherein the Tubbies are mutants. In the US, 21 students in a culture/media studies class received guidelines regarding the conduct of deconstructive strategies. Six students read "Teletubbies" as being drug oriented, while a "comforting, mindless return to the womb" was noted by five students. The dominating influence of technology was apprehended by seven students. US students saw the Tubbies as being completely asexual in behavior, while UK students have tended to attribute sexual behaviors to the Tubbies. (Contains do their part by clarifying the mission of public education, by developing clear standards, by offering students incentives for academic engagement, by requiring schools to set aside a percentage of their budgets for professional development, and by increasing opportunities to celebrate student achievement. (RJM)

ED 419 277   EA 029 022

Accountability--State and Community Responsibility.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Change; Educational Innovation; Educational Responsibility; Elementary Secondary Education; School Administration; School Effectiveness; School Responsibility; *Standards

Ways in which state governments can effectively deal with seriously underachieving schools are presented in this report. Governors and other state leaders are beginning to understand how important it is for students to be better prepared and that, as policymakers, they are obligated to demand accountability from students, from schools, and from districts. However, accountability for learning is difficult to implement; a good state accountability system,contains the following eight components: (1) uphold uniform state standards; (2) create consequential roles for school districts; (3) consider different schools' needs and capabilities; (4) give schools the freedom and resources they need to improve; (5) provide real assistance to low-performing schools; (6) act promptly to salvage children's opportunities; (7) provide good information to parents and citizens; and (8) do not tolerate nonperformance at the school, district, or state level. Examples of what states have done and what lessons have been learned are provided. (RJM)

ED 419 278   EA 029 023

Education's Weak Link: Student Performance in the Middle Grades.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 98
NOTE- 20p.; Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Change; Educational Innovation; *High Risk Students; Intermediate Grades; Junior High Schools; *Middle Schools; School Effectiveness; Science Education; Secondary School Mathematics; Standards
IDENTIFIERS- Middle School Students

Ways in which middle schools can better prepare their students are presented in this report. It discusses the national pattern of underachievement in basic mathematics and science and details how schools served by the Southern Regional Education Board (SREB) report that almost 50 percent of their eighth-graders are below the basic level in math. Of particular concern are students in low-income districts, from rural areas, and girls. The report explores why these gaps in performance exist and what can be done to ease them. One method is to federal funding, and it is argued here that they are. Many schools, especially urban schools, are portrayed as being in crisis. Current federal establishments in education do not meet the needs, it is argued, in part because of program overlap and because of the sheer number of employees required to administer federal funds. An assessment of the federal effort shows that the effectiveness of federal programs is typically unknown. This lack of evaluative accountability is blamed on a shortage of results-oriented programs and an "instinctive caution." Research on federal programs has likewise failed to produce accountability. The report claims that real educational change will come through the states and districts and that these administrative bodies be given more latitude in school operations. (RJM)

ED 419 298 EA 029 081

Patrinos, Harry A.; Ariasingam, David L.
Decentralization of Education: Demand-Side Financing. Directions in Development.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Decentralization; Definitions; Developing Nations; Economically Disadvantaged; *Educational Equity (Finance); Educational Vouchers; Elementary Secondary Education; *Finance Reform; Foreign Countries; Government Role; Minority Groups; Partnerships in Education; Private Schools; Program Effectiveness; School Business Relationship; *School Choice; Sex Differences
IDENTIFIERS- *Demand Side Financing

Central governments' supply-side expansions of schooling have not equally benefited all members of society, especially girls, indigenous peoples, tribal groups, disadvantaged minorities, and the poor. Public spending on education is often inefficient, higher education is subsidized at primary education's expense, and costs are becoming insupportable. To tackle such issues, some governments are exploring demand-side financing, whereby public funds are given directly to individuals or institutions on the basis of expressed demand. Use of decentralized, demand-side financing mechanisms (like vouchers and stipends) is common in member countries of the Organization for Economic Cooperation and Development. After defining several mechanisms, this booklet provides some country examples aiming to increase school enrollment: stipends in Bangladesh, community financing in Chad, targeted bursaries in China and Mexico, voucher schemes in Colombia, assistance to private schools serving poor children in the Dominican Republic and Pakistan, student loans in Jamaica, and community grants in Pakistan. Program success depends on beneficiaries' involvement and support, parents' active participation, private-sector schools' involvement, partnerships with commercial enterprises, flexibility, capacity building, cultural relevance, equity principles, and transparent fund transfer formulas. Contains 47 references. (MLH)

ED 419 299 EA 029 097

Celebuski, Carin; Farris, Elizabeth
Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives. Statistical Analysis Report.

PUB DATE- 98
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Data Analysis; Data Collection; *Databases; *Due Process; Elementary Secondary Education; *High Risk Students; Recordkeeping; Student Rights; *Suspension
IDENTIFIERS- Microsoft Access; Wake County Public School System NC

This paper describes two uses of the Microsoft Access relational database software in the Wake County (North Carolina) public schools: first, to track data on students involved in the Student Support Team (SST) Process; and second, to handle the legal and procedural due process steps that occur after a student has been suspended from school. The SST process is an interdisciplinary planning process for at-risk students and is composed of professionals in regular education, special education, related services, and community resources, including family members. The database software application allows SST members to access school and central office data files on students and also to record decisions and events in the course of working with each at-risk student. Evaluation indicates that the software applications have greatly facilitated the SST and due process efforts. The software guides users in fast, friendly ways for data entry. Electronic downloads reduce data collection time by importing already known information into the two applications for analysis and manipulation. Paperwork has been reduced while enhancing the quality of data collection and monitoring of students' progress. A variety of reports can be generated on demand. The bulk of this paper consists of examples of input screens, data analysis screens, reports, flow charts, and other forms used in the two programs. (DB)

ED 419 318 EC 306 403

Ensign, Jacque
Defying the Stereotypes of Special Education: Homeschool Students.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Educational Philosophy; Elementary Secondary Education; *Home Schooling; *Individualized Instruction; *Instructional Effectiveness; *Learning Disabilities; Longitudinal Studies; Nontraditional Education; Outcomes of Education; Parent Attitudes; Parent Student Relationship; Parents as Teachers; Special Education; Student Development; Teaching Methods

This paper identifies patterns in the academic and social development of six homeschooled students (with learning disabilities or giftedness) based on a seven-year longitudinal study of 100 home-schooled students. It contrasts findings on the effectiveness of home schooling with accepted expectations for special education students in the formal education system. The paper also examines parents' educational backgrounds and

Attention Deficit/Hyperactivity Disorder," see ED 392 175.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attention Deficit Disorders; Cooperative Programs; Demonstration Programs; Elementary Secondary Education; Information Dissemination; *Inservice Teacher Education; Instructional Effectiveness; Intervention; *Material Development; Parent Workshops; Postsecondary Education; *Professional Development; Program Administration; *Staff Development; Student Characteristics; Training Methods; Workshops
IDENTIFIERS- *Council for Exceptional Children

This final report describes the activities and accomplishments of a 3-year project to enhance the knowledge and skills of special and general educators as well as parents of children having attention deficit disorder through the development of training materials and workshops. Over 15 professional development activities on the topic of attention deficit hyperactivity disorder (ADHD) were conducted, ranging from 1-hour discussion sessions to multiple-day training workshops, involving approximately 700 participants. The project was able to collaborate with organizational units of the Council for Exceptional Children, its professional development program, and its dissemination channels. Collaboration with the National Association of Elementary School Principals also provided an important avenue of dissemination. The project developed a training manual with modules on: ADHD characteristics and identification, model school programs, effective classroom interventions, and policy/administrative issues. Workshops presented throughout the country and attended by representatives from every state were very positively evaluated by participants. Appendices include the training manual, the workshop evaluation form, and the contents page of a special issue on attention deficit disorder of the journal "Exceptional Children". Examples of other dissemination products are attached. (DB)

ED 419 336 EC 306 424

Vialle, Wilma; Paterson, John
Constructing a Culturally Sensitive Education for Gifted Deaf Students.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Conference of the Australian Association for the Education of the Gifted and Talented (Adelaide, Australia, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Case Studies; *Cultural Awareness; *Cultural Differences; *Deafness; Elementary Secondary Education; Family Influence; *Gifted Disabled; Performance Factors; *Talent Development

This paper represents the first phase of a five-year study that will attempt to develop a culturally sensitive, comprehensive set of identification procedures to ensure that more gifted Deaf students are given opportunities to develop their potential. It discusses the overemphasis on language facility in the identification of giftedness and the resulting under-identification of gifted Deaf students. Deafness as a cultural difference is highlighted and case studies are presented that

study, captions were edited to remove commercials and then processed by computer to get caption speed data. Caption rates among program types varied considerably, with sports and music specials having the slowest caption rates. The second part of the study determined the amount of editing being done to program scripts. Ten-minute segments from two different shows in each of 13 program categories were analyzed by comparing the caption script to the program audio. The percentage of script edited out ranged from 0 percent to 19 percent. In the third part of the study, commonly used words in captioning and their frequency of appearance were analyzed. All words from all the programs in the study were combined into one large computer file. This file, which contained 834,726 words, was sorted and found to contain 16,102 unique words. The following reports are appended: Presentation Speed and Vocabulary in Closed Caption Television; Closed-Caption Television Presentation Speed and Vocabulary (American Annals of the Deaf, October 1996, Vol. 141); and Viewer Reaction to Different Captioned Television Speeds. (CR)

ED 419 355 EC 306 444

Computer Accessibility Technology Packet.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Appropriate Technology; *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; Federal Legislation; Legal Responsibility; *School Responsibility
IDENTIFIERS- *Technology Related Assistance Individ Disabil Act

This technology information packet includes information about the technical aspects of access to technology, legal obligations concerning technology and individuals with disabilities, and a list of resources for further information and assistance. A question and answer section addresses: barriers to educational technology for students with disabilities; how product access for students with disabilities can be delivered; the benefits of access features for typical students; a school's legal responsibilities to provide accessible technology for students with disabilities; a school's legal responsibility to provide accessible technology for employees with disabilities; the state's responsibilities as a recipient of funds made available under the Technology Related Assistance for Individuals with Disabilities Act; how a school knows if educational technology products are fully accessible; and how a school can implement accessibility considerations when purchasing technology. A checklist is provided of access considerations in technology purchases, along with an explanation of computer hardware and software features that affect access for individuals with disabilities. A list of books and newsletters on assistive technology is included. The information packet also includes the U.S. Department of Education's minimum accessibility requirements that software applications must meet in order to be used by all Department employees and customers. (CR)

ED 419 356 EC 306 445

DESCRIPTORS- *Earthquakes; Elementary Secondary Education; Evaluation Methods; *Facility Guidelines; *Facility Improvement; Inspection; Prevention; *School Buildings; Standards
IDENTIFIERS- Facility Management

The intent of this document is to provide technical guidance to school district facility managers for linking specific incremental seismic retrofit opportunities to specific maintenance and capital improvement projects. The linkages are based on logical affinities, such as technical fit, location of the work within the building, cost saving opportunities, and scheduling benefits. The key tool to be used to make these linkages is a series of matrices that represent a number of categories of maintenance/capital improvement projects typically undertaken by school districts. Users of the document will typically undertake the following sequence: (1) identify a maintenance/capital improvement project about to be planned or undertaken and go to the applicable matrix or matrices; (2) identify the building types in which the project will be undertaken and note all the applicable seismic retrofit opportunities; (3) review the applicable retrofit measure descriptions provided and incorporate some or all of the applicable measures; and (4) use risk analysis to help in prioritizing a large number of applicable retrofit measures. (Contains 21 line drawings.) (RJM)

ED 419 375 EF 005 061

Facilities Guidelines for Library Media Programs.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities; Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; *Library Development; School Buildings; Student Development
IDENTIFIERS- Maryland

These guidelines are designated to help Maryland school system personnel and architects develop educational specifications and designs for new building construction or major renovation projects that include a library media center. The task force, which developed the standards, began this effort by gathering information on the State's school library media programs, by studying the role of these programs in implementing school improvement strategies, by visiting exemplary programs, and by reviewing state and national standards for school library media programs with national and local experts. As a result, it was recommended that schools provide every student access to a functional, well-equipped information center that supports the goals outlined in the State's school improvement program. The guide provides an overview of school library media programs and looks at the school facilities planning process. Special attention is devoted to library media center spaces and design considerations for school library media centers. (RJM)

ED 419 376 EF 005 062

District of Columbia Public Schools: Availability of Funds and the Cost of FY 1997 Roof Projects. Testimony before the

This paper describes the use of folktales in the classroom, noting the instructional benefits, challenges and potential problems, and techniques for presenting and expanding on the stories. Of nine folktales told during the school year, five are told in English and four in Spanish, and most are closely tied to the social studies curriculum. Four stories come from Latin America and coordinate with Spanish units. Benefits of using folktales include use of authentic language and high student interest. Challenges include finding the appropriate language level and providing background information, and the potential for a story being unsuccessful with students. Pre-storytelling activities, both for the teacher and for the class, are outlined, considerations in selecting stories (content, language level, length, source) are discussed, and approaches for involving students in the storytelling are detailed. Other issues addressed include enhancing student comprehension and encouraging students' classroom response to the stories. Ways in which such stories correlate with the National Standards for Foreign Language Education are examined. (MSE)

ED 419 397 FL 025 239

King, Kendall A.
Inspecting the Unexpected: Language Status and Corpus Shifts as Aspects of Language Revitalization.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Sociolinguistic Symposium 12 (London, England, United Kingdom).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Contrastive Linguistics; Diachronic Linguistics; Foreign Countries; *Irish; *Language Maintenance; Language Planning; *Language Role; Language Variation; *Maori; *Quechua; *Uncommonly Taught Languages
IDENTIFIERS- *Hualapai

Drawing on the growing literature on language revitalization initiatives and examples of one Andean initiative in particular, the essay attempts to synthesize some common language corpus and language status transformations that threatened languages undergo during the process of revitalization. Specifically, it looks at the often unexpected changes that have accompanied revitalization initiatives for three well-known threatened languages (Maori, Irish, and Hualapai) and discusses in detail a fourth case, efforts to revitalize Quechua in southern Ecuador. After exploring the commonalities across these contexts, the parallels and contrasts between the processes of language vitalization and language death are considered. Implications for language planners and revitalization advocates are outlined. Contains 43 references. (Author/MSE)

ED 419 398 FL 025 240

Kral, Thomas, Ed.
Being People: An Anthology for Non-Native Speakers of English.
PUB DATE- 97
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works

IDENTIFIERS- Africa; Canada; *Non European Francophone Areas

This paper discusses the use of francophone films produced in French-speaking areas outside France in the second-language classroom, using several films from African countries and Canada as examples. The idea is that such films give students more than an abstract idea of a francophone region outside France, and represent large views of language and culture, encouraging students' use of contextualized skills. A synopsis and viewing guide for "La Vie est belle" and a lesson outline based on it are appended. (Contains 29 references, including Internet resources and film distributors.) (MSE)

ED 419 420 FL 025 266

Buzash, Michael D.
Introduction of Business-Commercial-Technical French into the Secondary Curriculum.
PUB DATE- 93
NOTE- 45p.; Paper presented at the Annual Meetings of the Indiana Association of Teachers of French and the Indiana Foreign Language Teachers Association (Indianapolis, IN, October 22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Course Content; Curriculum Development; *French; Language Patterns; *Language Role; Language Usage; *Languages for Special Purposes; *Letters (Correspondence); Second Language Instruction; Second Language Learning; Secondary Education; Telephone Usage Instruction
IDENTIFIERS- *Politeness

This set of materials is designed to help incorporate business and technical French into the secondary school second language curriculum. It consists of a list of goals for introduction of such content, vocabulary lists and related exercises, and a variety of instructional materials and visual aids. Topics addressed include: postal services; telephone use; business letter-writing; politeness formulas for acceptance, refusal, requests, and responses; curriculum vitae writing; and job advertisements and application. (MSE)

ED 419 421 FL 025 268

Hough, David A.
Learning Culture: Practicing Change. A Critical Approach to Learning and Teaching Culture in the EFL Classroom in Japan.
PUB DATE- 97
NOTE- 22p.; Based on a paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Education; *English (Second Language); Foreign Countries; Global Approach; Higher Education; *Intercultural Communication; *International Studies; Second Language

Dart, Barry; Boulton-Lewis, Gillian
Teaching and Learning in Higher Education.
PUB DATE- 98
NOTE- 270p.; Foreword by Michael J. Dunkin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Classification; *College Instruction; College Outcomes Assessment; Educational Quality; Foreign Countries; Higher Education; Instructional Improvement; *Learning Processes; *Teaching Models
IDENTIFIERS- *SOLO Taxonomy; *3P Model of Learning

The 11 chapters in this book, each contributed by a different author, are organized around the "3P model" of learning at the college level developed by John Biggs, which allows teachers to monitor and modify their teaching in light of students' learning. The 3P model includes presage (student and situational variables), process (how students go about learning), and product (student learning outcomes). The book also discusses the Structures of Observed Learning Outcomes (SOLO) taxonomy as an alternative to Bloom's model and as a possible basis for assessing learning. The book's chapters are organized into five parts, three of which reflect the parts of the 3P model, the fourth which encompasses the whole model, and the fifth which integrates the preceding chapters and highlights implications for teachers. The chapters are: (1) "Teaching Beliefs and Their Impact on Students' Approach to Learning" (David Kember); (2) "Approaches To Teaching Creative Writing" (Elaine Martin, Paul Ramsden); (3) "A Medley of Individual Differences" (J.H.F. Meyer); (4) "Approaches to Learning and Forms of Understanding" (Noel Entwistle); (5) "Effects of Collaborative Learning on the Quality of Assignments" (Catherine Tang); (6) "Assessing Approaches to Learning: A Cross-Cultural Perspective" (David Watkins); (7) "The SOLO Model: Addressing Fundamental Measurement Issues" (John Hattie and Nola Purdie); (8) "Towards a Theory of Quality in Higher Education" (Ference Marton); (9) "Applying the SOLO Taxonomy to Learning in Higher Education" (Gillian Boulton-Lewis); (10) "Teaching for Improved Learning in Small Classes" (Barry Dart); and (11) "Teaching In Higher Education" (Michael Prosser and Keith Trigwell). (Individual chapters contain references.) (DB)

ED 419 441 HE 031 212

White House Initiative on Historically Black Colleges and Universities.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Federal Aid; *Government Role; *Government School Relationship; Higher Education; Public Agencies
IDENTIFIERS- *White House Initiative on HBCUs

This booklet presents background information and a justification for this White House initiative on historically black colleges and universities (HBCUs). On November 1, 1993, President Bill Clinton signed Executive Order 12876 requiring for the first time that: (1) federal agencies set annual goals for the amount of funds to be awarded to HBCUs; (2) a senior level executive in each agency have oversight in implementing the order; and

Make?"; 5) "The Positive Contributions of Theological Context"; and 6) "Building Academic Communities." (Individual chapters contain reference notes. Appendix "Getting Specific: A Readable Appendix"; notes and an index.) (DB)

ED 419 460 HE 031 237

Brown, Sally, Ed.; Armstrong, Steve, Ed.; Thompson, Gail, Ed.
Motivating Students. Staff and Educational Development Series.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *College Students; Diversity (Student); Foreign Countries; Higher Education; Student Development; Student Evaluation; *Student Motivation; Student School Relationship; Teacher Student Relationship; *Teaching Methods; Undergraduate Study

Twenty papers on motivating college students are grouped into four sections: (1) the impact of teaching on student motivation; (2) motivating diverse students; (3) the impact of university practices on motivation; and (4) the impact of assessment on motivation. After an introductory selection by Sally Brown, Steve Armstrong, and Gail Thompson, the papers are: "Interactivity as an Extrinsic Motivating Force in Learning" (Philip Barker); "Motivation and Approaches to Learning: Motivating and Conceptions of Teaching" (Noel Entwistle); "Intervention and Motivation: What Affects What?" (Ian Solomonides); "Understanding Motives in Learning: Mature Students and Learner Responsibility" (Ron Iphofen); "Teaching: Creating a Thirst for Learning?" (Phil Race); "Perspectives on Motivation: The Implications for Effective Learning in Higher Education" (Della Fazey and John Fazey); "Students' Motivation in Higher Education Contexts" (Kim Isroff and Teresa del Soldato); "Age, Gender and Course Differences in Approaches to Studying in First-Year Undergraduate Students" (Rhona Magee et al.); "Learner Autonomy Beyond the Curriculum: Students' Motivations and Institutional Community" (Gillian Winfield and Selena Bolingbroke); "Does Gender Affect Students' Approaches to Learning?" (Kay Greasley); "Layers of Motivation: Individual Orientations and Contextual Influences" (Linda France and Liz Beaty); "The Effect of Stressors on Student Motivation: A Report of Work in Progress at Sunderland Business School" (Gail Thompson); "Undergraduate Research Projects: Motivation and Skills Development" (Martin Luck); "Multidisciplinary Student Teams Motivated by Industrial Experience" (Paul Wellington); "Motivational Perspectives and Work-Based Learning" (Debbie Keeling et al.); "Learning as an Aesthetic Practice: Motivation through Beauty in Higher Education" (Alan Bleakley); "Motivating Student Learning through Facilitating Independence: Self and Peer Assessment of Reflective Practice--An Action Research Project" (Julie Mortimer); "Individual Differences in Student Motivation" (Stephen Newstead); and "Motivation in Assessment" (Linda Leach et al.). (Individual chapters contain references.) (DB)

ED 419 461 HE 031 238

Horn, Laura J.; Berktold, Jennifer

demographic, socioeconomic, and financial factors on the enrollment behavior of accepted college applicants. The data base consisted of observations on accepted applicants to the college for the 1991-92, 1993-94, and 1995-96 academic years and included 2,198, 2,553, and 2,353 students (respectively). Regression analysis of the data yielded the following results: (1) Upper income applicants were least likely to enroll; (2) based on SAT scores, Iona attracted better students in 1995-96 than in 1991-92; (3) for every $1,000 increase in the amount of financial aid offered, the probability of enrollment increased between 1.1 and 2.5 percent; (4) while each $1,000 increase in student loans raised the probability of enrollment to more than 5.0 percent, a similar increase in grant money enhanced enrollment prospects by only 3.0 percent; (5) financial aid solely in the form of work-study did not appear to entice prospective students, but, particularly in the latest period, work-study support did contribute to an attractive financial aid package when mixed with grants and loans; and (6) combinations of financial aid types must contain some grant money to be attractive to accepted applicants. Data tables for each cohort are included. (Contains 20 references.) (MAB)

ED 419 480 HE 031 274

Status Report on OSSHE's Response to Changes in the Education Professions: Serving Oregon's Growing Needs. Prepared for the Oregon State Board of Higher Education.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Beginning Teacher Induction; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Professional Continuing Education; Standards; State Agencies; *State School District Relationship; *Statewide Planning; Tables (Data); Teacher Certification; Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Employment; Teacher Qualifications
IDENTIFIERS- Oregon

In 1997 The Oregon State System of Higher Education (OSSHE) assessed the status of Oregon's K-12 educator professions. Separate sections of this OSSHE report: (1) provide information about Oregon's K-12 educator professions, including data on students, personnel, and teacher training; Teacher Standards and Practices Commission (TSPC) licenses and endorsement areas; and the areas TSPC has identified as having a shortage of applicants; (2) list the programs offered by the six OSSHE universities and eleven independent institutions that offer educator preparation programs; (3) highlight challenges affecting the preparation programs, including changes in enrollment, licensing statistics, funding and program standards, and efforts to meet Oregon's school improvement plan; (4) examine changes which will affect OSSHE programs, including TSPC's proposed changes to license structures and training programs and OSSHE's role in professional, research, program, and institutional partnership development; (5) describe each of the OSSHE's six preparation programs; and (6) examine statewide initiatives, including a proficiency-based admission standards system for higher education, a standards-based teacher education project, the Dwight D. Eisenhower Professional Development Program, and several language initiatives, including the OSSHE Japanese Language Project.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Change; Educational Practices; *Educational Technology; Elementary Secondary Education; *Instructional Development; *Instructional Innovation; Systems Development; Teaching Models
IDENTIFIERS- Technology Integration

When a school community is making a major investment in technology, the major challenge is to ensure that the technologies are used to support innovative practices that are responsive to the community's changing needs and opportunities for teaching and learning. How can implementation of technology be integrally embedded in and supportive of innovation and reform? How can a local school community build its own capacity for innovation while at the same time staying in synchrony with top-down and system-wide initiatives? How much innovation can a school adequately support at any one time? Can these locally initiated innovations become institutionalized? Can the local community be a research testbed to feed back information to the larger system? These questions are being addressed in the pre-K-12 school community of a United States military base overseas, which is part of the United States Department of Defense Education Activity (DoDEA) worldwide school systems. Vanguard for Learning is a 30-month research project sponsored by the DoDEA and funded by the National Science Foundation to investigate these questions about technology and educational reform. This paper provides an overview of the Vanguard model for innovation and some key findings to date. (Author)

ED 419 500 IR 018 911

Kafai, Yasmin; Marshall, Sue; Ching, Cynthia Carter
Collaborative Educational Multimedia Design by Children: Do All Learners Benefit Equally?
PUB DATE- 98
NOTE- 12p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Computer Software Development; Cooperative Learning; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Multimedia Materials; *Science Education; *Student Developed Materials

This paper presents and discusses the results of a project in which seven teams of elementary school students were involved in designing and implementing interactive multimedia resources in science for younger children. During a period of 3 months, students in grades 5 and 6 were divided into teams and met regularly to program the multimedia applications. Findings indicated that students improved significantly in their science understanding and programming skills. The benefits and problems of integrating science content with multimedia design are discussed, as well as reasons why the quality of dynamic and interactive components in students' multimedia productions proved to be a better indicator of students' learning than the quantity of multimedia produced. Insights gained from these analyses will contribute to the design of multimedia tools and environments in which young designers create software for their student needs, the model serves as a framework to guide decision making at the national level in Turkey. Appendices include: (A) list of schools in which CAI applications were observed; (B) observation form; (C) list of the interviewees; (D) interview questions answered by directors of academic services information systems & technology offices in the school districts; (E) interview questions answered by the school principals and/or computer coordinators; (F) interview questions answered by teachers and/or media specialists; (G) a sample of observation record; and (H) samples of structured interviews. (AEF)

ED 419 521 IR 019 143

Ludwig, Jessica; Green, Lauren
Jungle Quest: Adventures in Creating a HyperStudio Word Study Program.
PUB DATE- 98
NOTE- 36p.; Master's Research Project, University of Virginia. Graphics in Attachment A and B may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Active Learning; Computer Assisted Instruction; *Computer Games; *Computer Software Development; *Educational Technology; Elementary Education; Instructional Materials; Learning Activities; Material Development; *Multimedia Materials; Vocabulary; *Vocabulary Development
IDENTIFIERS- *HyperStudio

This paper describes the development, design, and implementation of an educational multimedia program. The program, "Jungle Quest," combined HyperStudio and word study in a game for classroom use. Methods for word study provide a carefully sequenced teaching of phonics, vocabulary, and spelling following children's natural stages of orthographic development. This paper discusses the rationale; research of existing educational software; planning the program; storyboarding; designing in HyperStudio; overcoming barriers; testing the program; and evaluation. Storyboards, sample cards, and the evaluation survey are appended. (AEF)

ED 419 522 IR 019 144

Fehling, Eric E.
Classroom Web Pages: A "How-To" Guide for Educators.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; Computer Oriented Programs; *Computer System Design; Design Requirements; *Educational Technology; Elementary Secondary Education; Guidelines; Learning Activities; *World Wide Web
IDENTIFIERS- *Web Pages

This manual provides teachers, with very little or no technology experience, with a step-by-step guide for developing the necessary skills for creating a class Web Page. The first part of the manual is devoted to the thought processes preceding the actual creation of the Web Page. These include looking at other Web Pages, deciding what should be included in the Web Page, and deciding how the page should be laid out. The second part school students toward the educational interactive video program for the year in which they were participants. This analysis assessed whether there had been changes in attitude toward the program from one year (1995) to the next (1996) and if improvements made based on the 1995 evaluation had been effective. Three hundred forty-four (106 from 1995) high school students enrolled in an interactive video class participated in this evaluation. Change was assessed on seven constructs and by open-ended questions concerning strengths, weaknesses, and suggested improvements. This analysis revealed that there has been a significant improvement in equipment and its maintenance. Strengths of the interactive video program have remained relatively constant over this two-year period. There were no significant differences in students' evaluation of the interactive video program over the two years, but there was concern over scheduling and behavior weaknesses. Several charts illustrate results. (AEF)

ED 419 542 IR 057 044

Salpini, Susan
Information Services in Triangle Area Charter Schools.
PUB DATE- 98
NOTE- 28p.; Master's research paper, University of North Carolina, at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; *Cooperative Programs; Elementary Secondary Education; Information Sources; Instructional Materials; *Library Role; Nontraditional Education; *Partnerships in Education; *Public Libraries; Surveys; User Needs (Information)
IDENTIFIERS- *North Carolina

Charter schools are defined by North Carolina Department of Public Instruction (DPI) as "a public school operated by a group of parents, teachers, and/or community members as a semi-autonomous school of choice within a school district, operating under a 'charter' with the State Board of Education." Since most charter schools do not have the space, funds, or experienced staff to start a library, the logical choice for charter schools to make is to form a partnership with the public library. This study was conducted with charter schools in four counties, in which surveys were sent to four public libraries (50% return) and 10 charter schools (70% return). Five schools reported offering an information skills curriculum and six reported that they possess a collection of books apart from what students use in the classroom. Six schools reported that their students use a public library; two schools have a formal agreement with the library. Four schools reported that their students use the public library during school hours. Only two schools reported that the library had developed programming for them. Schools had varying reasons for difficulties in using academic library resources. Both public libraries reported that a charter school had contacted them about library services available to students; collection development plans were not affected by the schools. Several possible solutions for charter school/library relationships are suggested. (AEF)

ED 419 543 IR 057 045

Public Library Data, FY 1995. On Disk. Diskette.
PUB DATE- 98

This publication provides information on the Women Helping Girls with Choices initiative, a project that offers leadership workshops for middle school girls using literature. Section 1 provides a history of these 1-day workshops that have convened for the past 5 years for girls in grades 5-8 throughout New York. It describes the leadership training provided at the conferences with particular emphasis on six themes--self-awareness, self-acceptance, self-reliance, kindness and cooperation, change and creativity, and women's ways of leadership--using selected literature. Sections 2-4 focus on the process, participants (six students and two adults from each school district), and schedule. Section 5 lists the themes and provides a motivational song. Section 6 offers reflections, including issuing a log to each girl and using women role models from nontraditional fields. Section 7 describes extensions or activities that have been organized by student alumnae. Section 8 contains these resources: sample letters, questions and answers, literature (lists of 111 picture books, 5 intermediate readers, 8 anthologies, 3 books on careers, 22 books on famous women, and 17 books for mentors), names and addresses of 12 resource support people, funding sources, and awards. Reproducible materials for workshops are appended. (YLB)

ED 419 091 CE 076 329

Grayson, J. Paul
Gender and Minority Group Differences in Desired Outcomes of Adult Post-Secondary Education: The Student Perspective.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Students; Career Education; Educational Research; *Females; Foreign Countries; Higher Education; *Minority Groups; *Outcomes of Education; *Sex Differences; *Student Characteristics; *Student Educational Objectives; Student Motivation
IDENTIFIERS- York University ON

A study surveyed 1,091 students admitted to Atkinson College for Fall 1993 to determine the outcomes new adult students expected from their university experience and the degree to which desired outcomes varied by gender and visible minority status. Analysis of responses showed the following: knowledge acquisition and career advancement were the most important outcomes for newly admitted students; civic improvement and improvements in family relations were regarded as outcomes of intermediate importance; and social involvement and family approval were regarded as relatively unimportant. The importance of particular outcomes varied with the general social characteristics of students; however, differences were not large. Although the importance of certain outcomes varied by gender and/or visible minority group status, these variables only explained a small amount of total variance. The importance of many outcomes also varied by student characteristics such as length of time in the country, marital status, and having children in the home. In essence, although gender and visible minority group status differences existed with regard to the importance of the desired outcomes of the university experience, differences were small. (The paper contains 7 data tables and 16 references.) (YLB)

ED 419 092 CE 076 331

in the state. During the project, existing and emerging lists of adult learner competencies were researched and analyzed, which resulted in the development of lists of basic and higher order skills as well as extended literacy skills (such as time management, systems knowledge, interpersonal skills). The skills were divided into basic, intermediate, and advanced levels of expertise. These lists established a foundation of skills that were applicable across many adult life roles such as family members, workers, and citizens. Sample applications of the skill competencies in each role were included at each level. The skill competencies will provide opportunities for practitioners to refine curriculum, instruction, and assessment practices to better meet the educational needs of learners. (Contains 39 references and a sample matrix linking skills, applications, and assessment.) (KC)

ED 419 109 CE 076 376

Sherow, Sheila M.
Building Communities for Learning. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Community Cooperation; *Community Planning; *Cooperative Programs; *Educational Planning; Institutional Cooperation; *Literacy Education; Mentors; Program Implementation
IDENTIFIERS- 353 Project

This document includes a final report, guidelines for mentoring communities, and a guidebook for community-based planning developed by the Building Communities for Learning (BCL) project conducted to encourage Pennsylvania communities to develop community-based planning groups to improve the delivery of services for adult learners and maximize adult learning outcomes. The project report describes how four communities received BCL community-based planning start-up grants; three BCL pilot sites assumed a new role as mentoring communities and provided new sites with field-driven training, technical assistance, and support; and all BCL groups received training and technical assistance. The report concludes that there is a great need for community-wide collaboration and community-based planning to improve services for adult learners and improve adult learning outcomes. Two appendixes provide profiles of BCL community-based planning pilot sites and evaluation instruments. The mentoring guidelines describe the following: BCL mentor characteristics, roles and benefits; building a mentoring relationship; impact of mentoring; and communication and critical thinking skills for mentors. The community-based planning guidebook addresses the following: establishing collaboration, recruiting planning group members, defining outcomes, setting goals, strategic planning, group process, evaluation, public relations, and sustainability. (KC)

ED 419 110 CE 076 377

Molek, Carol; Guisler, Helen
Case Management for Adult Educators. Final Report.

Research: Consequences of Color and Class in Feminist Psychology" (Vanessa M. Bing, Pamela Trotman Reid); "Connected and Separate Knowing: Toward a Marriage of Two Minds" (Blythe McVicker Clinchy); "Reason's 'Femininity': A Case for Connected Knowing" (Sara Ruddick); "Voices in Dialogue: Collaborative Ways of Knowing" (Jill Mattuck Tarule); "Speech Is Silver, Silence Is Gold: The Asymmetrical Intersubjectivity of Communicative Action" (Patrocinio P. Schweickart); "Cultural Imperatives and Diversity in Ways of Knowing" (Nancy Rule Goldberger); "Strategic Suspensions: Feminists of Color Theorize the Production of Knowledge" (Aida Hurtado); "Public Homeplaces: Nurturing the Development of People, Families, and Communities" (Mary Field Belenky); and "Gendered Ways of Knowing and the 'Epistemological Crisis' of the West" (Sandra Harding). Most essays include substantial bibliographies. (MN)

ED 419 128 CE 076 400

Mumford, Alan, Ed.
Action Learning at Work.
PUB DATE- 97
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Style; Corporate Education; *Education Work Relationship; Educational Theories; Employer Employee Relationship; *Experiential Learning; Foreign Countries; Individual Development; Leadership; Learning Experience; *Learning Processes; *Management Development; Mentors; Networks; Peer Influence; Peer Teaching; Professional Development; Theory Practice Relationship; Total Quality Management; Training Methods; *Work Environment
IDENTIFIERS- *United Kingdom

This book contains 34 papers examining the theory, process, and outcomes of action learning at work. The following papers are included: "An Introduction to the Text" (Alan Mumford); "The Learning Equation" (Reg Revans); "Action Learning as a Vehicle for Learning" (Alan Mumford); "Placing Action Learning and Action Research in Context" (Cliff Bunning); "The Origins and Philosophy of International Management Centres" (Gordon Wills); "The IMC (International Management Centres) Experience" (Margaret Reid); "In Search of P" (David Sutton); "Personal and Professional Development" (Cliff Bunning); "Networking and Leadership" (Gordon Wills); "Turning Experience into Learning" (Cliff Bunning); "From Colleagues in Adversity to the Synergy of the Set" (Mike Mead); "Learning in Style: Reflections on an Action Learning MBA (Masters of Business Administration) Programme" (Brian Caiae); "Putting Learning Styles to Work" (Alan Mumford); "The Evaluative Assessment of Managerial Learning (EAML)" (Alan Mumford); "Learning Logs" (Alan Mumford); "The Five-year Continuing Review" (Alan Mumford); "Making Action Learning More Effective" (Geoffrey Prideaux); "Effective Set Advising" (Roger Bennett); "Action Learning Pan-setting" (Gordon Wills); "A Set within a Set" (Margaret Reid); "Managers Developing Others through Action Learning" (Alan Mumford); "Who Cross-Fertilizes Most on MBA Programmes?" (Carol Oliver et al.); "Management by Degrees" (James Espey, Pauline Batchelor); "Organizational and Business Development through Action Learning" (David Seekings, Brian Wilson); "Management Development through Action Learning" (James Kable); "Developing Skills for Matrix Management" (Alan Mumford, Peter Honey); "Developing the Top Team" (Alan Mumford); "Leading Courageous Managers On" (Lesley Gore, Kathryn Toledano, Gordon Wills);

Career Maturity: A Review of Four Decades of Research.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; Career Choice; *Career Development; Career Education; Career Exploration; Decision Making; Educational Research; Ethnic Groups; Foreign Countries; Higher Education; *Instructional Program Divisions; *Locus of Control; Secondary Education; *Sex Differences; *Socioeconomic Status; *Vocational Maturity; Work Attitudes
IDENTIFIERS- *Career Salience

The career maturity construct has been the subject of much research since its introduction into the literature in 1955. Studies have investigated various correlates of the career maturity construct. The more recurrent research focuses can be grouped into the following clusters: age or grade level differences; race, ethnic, and cultural differences; locus of control (LOC) and socioeconomic status (SES) differences; sex or gender differences; and work salience. Research indicates career maturity is better differentiated by educational level than age and lends support to the construct's developmental nature and supports the belief that career maturity development differs by gender. Studies have failed to find a significant relationship between SES and career maturity, but evidence indicates SES may have an indirect effect. A commanding body of research has delineated both indirect and direct relationships between LOC and a wide spectrum of career-related variables, such as career decision, career commitment, career aspiration, work ethics and leisure, career exploration, and occupational information-seeking behavior--all integral to career development and career maturity. Research on career development concerns of racial and ethnic groups should be interpreted cautiously because of the confounding of race, class, ethnic, and economic variables. Work-role salience has been conceptualized generally as an independent variable affecting various career issues including career maturity. (142 references) (YLB)

ED 419 146 CE 076 439

Reiff, Tana
AXIS: Adult Education eXpress Intercommunication Support. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 135p.; For the 1996 "ABLE Directors Handbook," see ED 402 497.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Computer Uses in Education; Coordination; Directories; *Information Dissemination; Internet; *Literacy Education; Material Development; Newsletters; Organizational Communication; *Professional Development; Program Development; Program Effectiveness; *Statewide Planning; World Wide Web
IDENTIFIERS- *Pennsylvania; 353 Project

This package includes the final report and selected products of the Adult education eXpress Intercommunication Support (AXIS) project, which was conducted to facilitate communication

O'Neill, Tara M. Madden) introduces the papers and explores what is meant by values, ethics, and conflict. The papers are as follows: "Values and Conflicts in School-Based Initial Teacher Training" (David Blake, Vincent Hanley, Mike Jennings, Michele Lloyd); "Corporate-Business School Partnerships: Synergy vs. Separation" (David P. Boyd); "Values and Conflicts of Values in the Pragmatist Tradition" (H.G. Callaway); "Whistleblowers in Higher Education: A Technique to Reduce Dysfunctionalities in U.S. Universities" (Bruce D. Fisher); "Economic Values and the New Millennium" (Joseph W. Ford); "Managed Care and the Dissolution of the Therapeutic Alliance in Psychoanalysis" (Joel Gavriele-Gold); "How Teachers and Students Learn to Use Class Organization Strategies: Technical and Ideological Issues" (Gill Hubbard); "Clinical Ethics: Generalist and Particularist Approaches to Moral Dilemmas" (Sharon Ikonomidis); "Redefining the Role of Paralegals for the 21st Century: A U.S. Perspective" (Diana D. Juettner, Anthony F. Libertella); "Holistic Healthcare: From Rhetoric to Reality: Making Good the Training Deficit" (William Keenan); "The Redefinition of Legal Professional Loyalty by Whistleblower Protection Laws in Australia" (Jennifer McKay); "Career Counseling with a Twist: Values and Conflicts in the Training of Pastoral Counselors" (Lee J. Richmond); "Teaching Industrial Psychology at a Historically Black University in South Africa" (Damian Ruth); "Growing Pains, Groans, and Giggles" (Julie M. Shaughnessy); "Value Conflicts in the Training of Financial Managers" (Anand G. Shetty, Francis J. McGrath); "Education--The Effects of Multimedia" (Sebastian A. Sora); "The Ethical Behavior of Academicians in Their Role as Experts in Litigation" (Frank D. Tinari); "Lonergan Interdisciplinary Education and Value Formation" (William J. Toth); and "First Steps in Educating Professionals" (John Wilson). An index is provided. (YLB)

ED 419 165 CE 076 476

Natale, Samuel M., Ed.; Fenton, Mark B., Ed.
Business Education and Training: A Value-Laden Process. Volume II: The Developing Professional: Maintaining Values in "Practical" Training.
PUB DATE- 97
NOTE- 310p.; For volumes I-III, see CE 076 475-477.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Business Administration Education; Competency Based Education; *Conflict; *Ethics; Government Role; Higher Education; Lawyers; Legal Education (Professions); Medical Education; Medical Services; *Professional Education; Teacher Education; *Value Judgment; *Values; Vocational Education

This volume contains 19 papers that explore value conflicts in all professions: "Changing Student Teacher Values with Respect to Business and Industry" (Ralph P. Williams, Elizabeth J. Foster); "Admissions Processes into Canadian Master of Social Work Programs in the 1990s" (John R. Graham, Beatrice Traub-Werner); "Organizational Paradigms and Environmental Outcomes: A Theoretical Model for Socioecological Responsibility" (Douglas B. Johnson); "'Virtue-Based Ethics'--A Unifying Moral Framework for the Physician-Patient Relationship" (John E. Kelly); "The Professions and Management, Values, and Virtues" (David W. Lutz); "Why Liberal Education? Social Value and Personal Value" (Thomas Magnell); "Value Issues in Educating Business Decision Professionals" (Holmes E. Miller, Kurt J.

Differences; Cultural Pluralism; *Empathy; Sensitivity Training; Social Behavior; Whites
IDENTIFIERS- American Psychological Association

Multicultural empathy has been recognized as an important factor in successfully treating ethnic minority clients. A study detailing the relationship between White counselor trainees' general ability to empathize and their ability to interact comfortably outside their culture of origin is described in this paper. Thirty-three counselor trainees enrolled in masters level school and agency counseling program were administered the "Empathy Test" and the "Culture Shock Inventory." Results indicate no significant association between counselor trainees' general ability to engage in cognitive empathy and their tendency toward cultural sensitivity. It appears that there is no relationship between general ability to predict general social norms that involve some understanding of the representation of cultural differences and an overall ability to comfortably function within a culturally different setting and/or with culturally different individuals. Consequently, those who know about the existence of cultural differences may or may not be comfortable or effective in cross-cultural interaction, In addition, being able to function within culturally different environments or with culturally different individuals does not automatically imply that one is able to engage in objective empathy or than one can predict the behavior of others. Implications for training and research are discussed. (MKA)

ED 419 182 CG 028 417

Steward, Robbie J.; Powers, Robin; Jo, Hanik
The Influence of Demographic Background, Ethnic Identity, and Attitudes toward Women on Empathic Thinking.
PUB DATE- 98
NOTE- 27p.; Paper presented at the American Counseling Association World Conference (Indianapolis, IN, March 28 - April 1, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Cognitive Processes; Counseling; *Counselor Training; *Cultural Background; Cultural Pluralism; Demography; *Empathy; *Ethnicity; *Females; Higher Education; Self Actualization; Undergraduate Students
IDENTIFIERS- Empathic Learning; *Multicultural Counseling

This paper describes a study on how, and to what degree, students' demographic information, ethnic identity, and attitudes about women contribute to their ability to be empathic. The report defines an empathic person as one who is interpersonally sensitive and aware of one's self and impact in relationship to others and is responsible for the improvement of self and society in general. These variables, one's sense of self as a member of an ethnic group and one's commitment to feminist thought, are specifically examined, given that these are the training interventions that are most typically visible and strongly recommended in training efforts to decrease stereotypical thinking and to increase trainees' self and other awareness, knowledge, and interpersonal skills. For the study, 179 students aged 19-25 completed the Scale of Intellectual Development, the Multigroup Ethnic Identity Measure, and Attitudes toward Women Scale. The results show that ethic identity and attitudes about women were found to contribute to the ability to think empathically. Among the three independent pair counseling to foster friendship-making skills; and (4) individual tutoring and mentoring. Service activities are carried out by master's level interns, and an innovative intern-training model is an integral part of the project. ECP aims to create a new breed of social service professional, one who integrates educational, social, and developmental objectives into innovative multi-disciplinary, multi-modal programs. ECP program evaluation focuses upon the participant's qualitative experience of the process of the project and investigates the personal meaning of participating in the project for each of the involved groups. Changes in the intern program in response to evaluation findings are reported. (EMK)

ED 419 201 CG 028 455

Puritz, Patricia; Scali, Mary Ann
Beyond the Walls: Improving Conditions of Confinement for Youth in Custody.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Abuse; *Child Advocacy; Child Welfare; Children; *Childrens Rights; *Civil Rights; Criminals; Delinquency; Elementary Secondary Education; *Juvenile Justice; Laws; Legislation; *Prisoners

Intended to stimulate discussion about ways juvenile justice professionals can improve conditions of confinement for detained and incarcerated youth, this report provides a number of tools which may be useful for community advocates, program administrators, and others to address various needs including education and protection from abuse. Six ideas for improving conditions of confinement for incarcerated youth are detailed under the following headings: (1) Civil Rights of Institutionalized Persons Act in Juvenile Correctional Facilities; (2) Use of Ombudsman Programs in Juvenile Corrections; (3) Educational Advocacy for Youth with Disabilities; (4) Protection and Advocacy Systems in Juvenile Corrections; (5) The Administrative Procedure Act in Juvenile Corrections; and (6) Self-Assessment in Juvenile Corrections. These materials are designed to supplement needed litigation efforts. Appendices include a contacts list, the text of the laws referenced and related significant decisions, information about ombudsman offices for children of several states, and contact information for state protection and advocacy systems. (EMK)

ED 419 202 CG 028 456

Beyer, Sylvia; Klamm, Tami; Vollmer, Kristina
Gender Differences in the Accuracy of Grade Expectations and Self-Evaluations.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, April 30-May 2, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; *Grade

knowledge of the assessment topics, but provided evidence of statistically significant improvements in students' ability to find and use information. Students demonstrated improvement in their ability to: (1) search independently for information; (2) write a response to a research question based on that search; and (3) apply what they had learned to a new problem. (Contains three tables of data and 10 references; appended are examples of a performance rubric and categories of advice for a specific research problem.) (CR)

ED 419 221 CS 013 186

Camperell, Kay, Ed.; Hayes, Bernard L., Ed.; Telfer, Richard, Ed.
Promises, Progress and Possibilities: Perspectives of Literacy Education.
PUB DATE- 97
NOTE- 242p.; For Volume 16, see ED 405 572. Selected papers presented at the Annual Conference of the American Reading Forum (Sanibel Island, FL, December 1996).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Educational Cooperation; Elementary Secondary Education; Higher Education; *Internet; *Literacy; National Standards; Picture Books; Preservice Teachers; *Professional Development; Reading Comprehension; *Reading Instruction; Reading Motivation; Reading Research; Standardized Tests; Story Telling; Teacher Education
IDENTIFIERS- *Educational Issues

Papers in this collection focus on diverse issues in literacy ranging from motivation to wordless books to professional development schools. Papers in the collection, and their authors, are as follows: "The New Literacy and Reading Workshop: How Comfortable Is Too Comfortable?" (Jeanne Henry); "Fostering Reading Motivation: Insights from Theory and Research" (Linda B. Gambrell and Rose Marie Codling); "Standards for the English Language Arts: Stylish but Stillborn" (Thomas Cloer, Jr.); "Skill Standards: Establishing a Framework for Basic Skills" (Eunice N. Askov); "Balanced Reading Programs: Exploring Their Essentials" (Mona W. Matthews; Jerry L. Johns; Victoria J. Risko; Marian Tonjes); "Wordless Books: Promise and Possibilities, A Genre Comes of Age" (Sarah Dowhower); "Reading Instruction in the Middle School Mathematics Classroom" (Chet H. Laine; Terry L. Bullock; Bob Drake); "The Relationship of Standardized Reading Scores to Children's Self-Perception as Readers" (Thomas Cloer, Jr. and Shana Y. Ross); "Perspectives on Schema and Reading Comprehension: Content or Formal Schema? What Promises?" (Samuel S. Myers); "The Making of a Researcher: A Self-Study of a Mentoring Relationship" (Josephine Peyton Young and Donna E. Alvermann); "Storytelling to Promote Emergent Literacy: Prospective Teachers' Storytelling Experiences and Expectations" (Reed Motley and Richard Telfer); "Reflecting Retelling: Perceptions of Preservice Teachers and Implications for Instruction" (Marie F. Doan Holbein and Jane Brady Matanzo); "Seeking Readers: Integrating Gay and Lesbian Texts into a Developmental Reading and Writing Course" (Michaeline Lane); "Empowering Teachers through a Professional Development School and Classroom Action Research" (Joyce C. Fine); "The Perils and Promises of One School/College Partnership" (Marilyn G. Eanet); "A Literacy-Focused Professional Development Academy" (Shannon W. Kossack and Joyce C. Fine); "Teacher

Roberts, Sherron Killingsworth
The Female Rescuer in Newbery Books: Who Is She?
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Characterization; *Childrens Literature; Content Analysis; Critical Reading; Elementary Secondary Education; *Females; *Literary Criticism; Locus of Control; Novels
IDENTIFIERS- Aesthetic Reading; *Newbery Award; *Rescuers; Trade Books

A study used three Newbery books--"The Voyages of Dr. Doolittle (Lofting, 1922), "Charlotte's Web" (White, 1952), and "Maniac Magee" (Spinelli, 1990)--to examine three female characters identified in these books in the role of rescuer, accentuating their commonalities and differences within Jungian and feminist theory in literary criticism. Since many research studies cite locus of control as the determining factor in school achievement and retention rates, initially a coding scheme was developed using locus of control as the conceptual framework. In a larger content analysis, 140 fictional Newbery protagonists were classified into eight categories which collapsed into internal and external locus of control. The books were read by two readers, and notes were taken separately by each. A progressive process of reading, taking notes, and pattern sorting was used to analyze these female characters. The most striking commonality among the three characters is that all represent the archetypical Mother, although none were biologically related to the protagonists. Polynesia, the parrot, in "Dr. Doolittle" and Charlotte, the spider, in "Charlotte's Web," both non-human characters, provide archetypes of Mother, and Amanda Beale, in "Maniac Magee," portrays the maternal archetype as well as a conventional heroine in the masculine tradition of employing physical power. This analysis may offer insights for educators who share the dual challenge of providing young readers with literature that includes the diversity of robust female characters and of teaching critical thinking skills so as to understand the roles of heroes and rescuers. (Contains 1 table and 22 references.) (CR)

ED 419 240 CS 216 334

Borman, Jennifer; Cusick, Philip
Top-Down and Bottom-Up: Teachers as Policy Advocates in the Michigan English Language Arts Frameworks Project.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Case Studies; *Curriculum Development; Educational Policy; Elementary Education; *Language Arts; *Policy Formation; *State Standards; Teacher

25 references; program listings are attached. (NKA)

ED 419 258 CS 509 841

Brown, Robert S.
College Football and Public Crisis: Appropriate Actions and Justifications after the Kennedy Assassination.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Athletics; Communication Research; Cultural Context; *Emotional Response; *Football; *Grief; Higher Education; *Presidents of the United States; Public Opinion
IDENTIFIERS- *Assassinations; Controversy; Crisis Management; *Kennedy (John F); Public Discourse

This paper contends that domestic response to John F. Kennedy's assassination took two basic forms in the United States: active crisis management and retreat. According to the paper, while government, churches, and the media engaged in active crisis management, businesses and schools closed, and the public retreated to mourn rather than to contribute to the public dialogue over the assassination, becoming instead receivers of guidance. The paper discusses the American shutdown after the assassination and the mindset it created. It then examines the reaction of the sports world in relation to this pattern of retreat and withdrawal, focusing on the Illinois-Michigan State football game, a game which was finally postponed at the very last minute. Through this example, it is argued that while the schools sought to avoid controversy by following the national trend, they created other problems by their actions and justifications and contributed little to the healing of the nation. The paper concludes that had the game gone ahead as originally scheduled, rationalized with arguments based on tribute and emotions, the Illinois-Michigan State contest may have been played without the excessive controversy that accompanied it. Contains 48 references. (NKA)

ED 419 259 CS 509 842

Woods, Marilyn J.
Developing an Interpersonal Communication Training Course for Police Officers: Lessons Learned.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Course Content; Higher Education; *Interpersonal Communication; *Police Community Relationship; *Police Education; *Professional Development; Sensitivity Training; Skill Development; *Training Methods; Training Objectives
IDENTIFIERS- Applied Communication; *Communication Strategies; Community Policing; *Strategy Training

This paper chronicles the preparation, describes the course revaluate the standards and expectations of middle schools and redirect the current emphasis from arithmetic to higher mathematics, such as geometry and algebra. Deciding what students are expected to know is vital to the process, in particular, schools must determine what constitutes high standards and expectations. Parents, also, must be brought into any reform efforts. More information about classroom practices is needed. Suggestions as to how states can evaluate student performance and an example that compares a high-performing to a low-performing school are offered. (RJM)

ED 419 279 EA 029 024

Ford, Barbara
Using the Readiness Five Phase Plan To Facilitate the School Development Program and the Improvement of School Climate.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Check Lists; *Educational Assessment; *Educational Development; *Educational Environment; Elementary Secondary Education; Program Development; Rating Scales; School Effectiveness; Test Validity
IDENTIFIERS- California (San Francisco Bay Area)

The Bay Area Comer Development Program's "Readiness Five Phase Plan" was developed to bring the school sites involved in the Bay Area School Development Program (SDP) closer to the mission and goals of the program. To achieve this, a readiness assessment and checklists are used to determine if a site is ready to engage in the program. An analysis of the checklists is provided. Using the checklists, data from four schools were collected and compared. Results indicate that the checklists can be used by all four schools to focus on areas needed to proceed through the SDP and to improve school climate. Two of the schools showed positive movement in their readiness to engage in the change process, and after they entered into the SDP these schools indicated readiness to proceed through the SDP. The other two schools showed varying degrees of readiness to progress through SDP. All the schools reported beginning levels on the School-Wide Discipline Checklists, indicating an area needing continued focus and development. It is recommended that all schools should complete checklists annually and at the same time each year. Data should be collected systematically with complete demographic information included. Likewise, all adult stakeholders should complete checklists. (RJM)

ED 419 280 EA 029 025

Lezotte, Lawrence W.
Learning for All.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Assessment;

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Change Strategies; *Curriculum; *Educational Change; Elementary Secondary Education; *Performance; *Principals; Questionnaires; Standards; Tables (Data); Teacher Surveys
IDENTIFIERS- Administrator Surveys

A recent study asked nationally representative samples of public school principals and teachers about their use of content and performance standards and other reform strategies, ties between the home and school, Title I's role in supporting reform, and the information they needed to proceed with reforms. This report presents findings of the principal survey, which had 1,216 respondents. Fully 78 percent of principals reported their schools used content standards to a moderate or great extent to guide curriculum and instruction in all four core subjects. About 10 percent indicated their schools were implementing all 10 comprehensive reform strategies. At least 40 percent of respondents needed more information on using innovative technologies, professional development linked to standards, and parental involvement activities. Barriers to achieving high standards included diverse student populations, high student mobility, inadequate parent involvement, and inadequate student assessments. Half the principals preferred to receive information on reforms through institutes or workshops. Principals of Title I-funded schools and those without such funding had similar familiarity with and implementation of comprehensive reforms. Included are survey highlights, a summary, and appendices containing methodologies, tables, and the survey form. (MLH)

ED 419 300 EA 029 101

Stasz, Cathleen; Chiesa, James
Education and the New Economy: Views from a Policy Planning Exercise. Rand Issue Paper.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 10p.; For the full report on which this document is based, see ED 414 644.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Certification; Coordination; *Economic Factors; *Education Work Relationship; *Educational Planning; Elementary Secondary Education; Federal Government; Government Role; Higher Education; Lifelong Learning; *Policy Formation; Professional Development; *Public Policy; Standards; Teacher Education; *Vocational Education
IDENTIFIERS- *Second Chance Programs

During the 1990s, policymakers have become increasingly attentive to the relationship between education and national economic health and society's need to upgrade and equalize workforce skills, talent, and wages. The U.S. education and training system is fragmented, decentralized, and in flux, as more responsibility moves from federal to state governments and the pedagogical approaches. For the four students with learning disabilities, the study finds that one has graduated and the others are likely to graduate and will probably continue with postsecondary education. These students became good (though late) readers and have good self-esteem. Analysis of the educational environments of the three gifted students studied (including one who was also categorized as learning disabled) found that parents focused on following the students' interests and providing a stimulating academic and social environment. For both gifted and learning disabled students, the study finds that the educational philosophies and pedagogies employed emphasize: (1) a focus on the whole child rather than primarily on the child's disability or extreme ability; (2) individualized attention; and (3) care, patience and respect for the child that leads the teaching in both the timing and content of instruction. (Contains 22 references.) (DB)

ED 419 319 EC 306 404

Shoho, Alan R.; Katims, David S.
Perceptions of Alienation among Special and General Education Teachers.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; Secondary School Teachers; *Special Education Teachers; *Teacher Alienation; *Teacher Attitudes; Teacher Morale
IDENTIFIERS- Dean Alienation Scale; Texas

This study examined the perceptions of alienation among special and general education teachers and measured the level of alienation between special education teachers assigned to inclusion vs. self-contained/resource classrooms. Teachers (N=575, 395 general education teachers, 180 special education teachers) in grades K-12 from a metropolitan school district in South Central Texas were assessed with the Dean Alienation Scale to determine their perceptions of isolation, normlessness, and powerlessness within their school environment. Results indicated that special education teachers had significantly higher levels of alienation than general education teachers. In addition, there were no significant differences in alienation found between special education teachers assigned to inclusion classrooms and special education teachers assigned to resource or self-contained classrooms. Results suggest that the psycho-social benefits associated with inclusion of students with learning disabilities found in previous studies did not transfer to special education teachers. Findings are discussed in terms of a macrostructural framework to reduce the perceptions of alienation among special education teachers. (Contains 39 references.) (Author/DB)

ED 419 320 EC 306 405

Edwards, Mark C.; Schulz, Eldon G.
ADD Teacher Inservice Project. Final Grant Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

outline the educational and personal experiences of five individuals whose adult achievements would classify them as gifted people. The most significant theme that emerges from the case studies is a reluctance on the part of the participants to be double-labeled as gifted when many of them have struggled to attain a sense of identity as a Deaf person. They emphasize that giftedness is not simply an innate potential, instead, a result of the opportunities they have received compared to other Deaf people. Most of the individuals acknowledged the importance of a supportive home environment in helping them to attain their levels of performance. Identity with the Deaf community was also seen as a critical factor in their successes. (Contains 11 references.) (CR)

ED 419 337 EC 306 425

Regnier, William L.
Caution Needed for Inclusion of "Beavis and Butthead."
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 15-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Disorders; Behavior Problems; Grade 7; *Inclusive Schools; *Instructional Effectiveness; Junior High Schools; *Learning Disabilities; Middle Schools; *Outcomes of Education; Regular and Special Education Relationship; Resource Room Programs; *Team Teaching
IDENTIFIERS- Academic Accommodations (Disabilities)

This paper compared the performance of 22 seventh-grade controls in a traditional special education program with at least one period of resource room instruction to the performance of 22 students in a supportive inclusionary model program. In each group, there were 17 students with learning disabilities and 5 students with behavior disorders. Results found: (1) absences did not increase for students with learning disabilities who did not have resource room support; (2) students with behavior disorders in the inclusionary model earned more failing grades than the control group; (3) regular educators in both groups had a similar number of concerns about the progress of students with learning disabilities, however, students with behavior disorders in the inclusionary model were discussed more frequently at team meetings; (4) in both groups, the students with behavioral disorders did not complete homework on a regular basis; (5) regular educators in the inclusionary model made modifications as needed and without frequent prompts from the resource staff; (6) the number of inappropriate behaviors of the students with behavior disorders in the inclusionary model was higher than the control group; and (7) teachers in the inclusionary model were able to co-teach three to four times as many classes as the teachers in the control group. (CR)

ED 419 338 EC 306 426

Detzner, Virginia
Using Song To Increase the Articulation Skills in the Speech of the Profoundly Mentally Handicapped.
PUB DATE- 97
NOTE- 70p.; M.S. Practicum, Final Report, Nova Southeastern University.

Rivera-Bermudez, Carmen D.
The Culturally Unique Management Strategies of Families of Young Children with Special Needs in Puerto Rico.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Disabilities; Family Characteristics; Family Needs; Family Problems; Family Role; Interviews; Parent Associations; *Parent Child Relationship; *Religious Factors; *Sex Role; Social Support Groups; *Stress Management; Young Children
IDENTIFIERS- *Puerto Rico

This report discusses the findings of a study that examined the views of 15 Puerto Rican families of young children with special needs. Information about the beliefs, attitudes, and personal experiences held by these families was collected using an informal, open-ended interview format. Redefinition was a form of internal appraisal focused management used by the families to help them deal with their situation. Resignation was the most frequently mentioned type of redefinition used by the parents of children with severe disabilities. Reframing was also used by some parents by comparing their children to other children with more severe difficulties or attempts to focus on similarities to other more typical children. Religion provided possibilities for redefining the disability in a more positive manner. In addition to internal resources used for coping, there also were some coping mechanisms related to external sources, including relying on family support and parent support groups. Findings relating to the economic management of the disability are discussed, including the need for mothers to stay at home to care for their children with a disability. Fathers were less active in the child-rearing process of their children with a disability. Recommendations for considerations when planning interventions are provided. (Contains 10 references.) (CR)

ED 419 357 EC 306 446

Inclusion in Action. Guidebook. An Audio-cassetts Tape Tour with Guidebook of Schools Including Children with Disabilities and Those Who Experience Difficulties in Learning.
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Access to Education; Classroom Techniques; *Curriculum Design; *Disabilities; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Parent Participation; *Regular and Special Education Relationship; Student Placement; *Teacher Collaboration; Teamwork
IDENTIFIERS- *Great Britain

These two audiocassette tapes provide a tour of six British schools that are working toward inclusion. Three schools are profiled on each tape. A booklet and 12 information cards provide an introduction and back-up information on tape contents, key themes, and discussion points. At each of the six schools, a first-hand account is provided based on the experience of individual pupils. These recordings are "slices" of school life featuring real-life examples of strategies, services, and support for responding to diverse difficulties in learning. The tapes are presented as six radio-style

Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia Committee on Governmental Affairs, U.S. Senate. Statement of Gloria L. Jaimon, Director, Health, Education, and Human Services Accounting and Financial Management Issues, Accounting and Information Management Division.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Construction Costs; *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; *Public Schools; *Roofing; School Buildings
IDENTIFIERS- *District of Columbia

This document presents the results of a review of the District of Columbia Public Schools' (DCPS) efforts to repair school roofs during the summer of 1997. The statement details when funds were made available to pay for roof repairs, the costs of the roof repairs, and additional roofs to be fixed in fiscal year 1998 and beyond. Sufficient funding ($38 million) to begin roof work became available in 1997 and repairs were initiated that summer. A review of construction shows that the DCPS spent $37 million for roof repair in fiscal 1997. The cost included an extensive amount of work to ensure that facilities were structurally sound and watertight. Considering the costs for all the work involved, the average per spare foot cost was about $20. Contracts managed by the General Services Administration averaged $13 per square foot, whereas contracts overseen by the DCPS cost around $22 per square foot. Much of the cost was caused by extensive repairs that were required at particular schools. For fiscal year 1998, the DCPS Capital Improvement Program budget shows that about $35 million will be spent on 40 school-roof projects. (RJM)

ED 419 377 EF 005 063

Earthman, Glen I.
Survey of School Facility Expenditures in Virginia.
PUB DATE- 94
NOTE- 22p.; Paper presented at the American Educational Finance Association Conference (March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Construction Costs; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Expenditures; *School Buildings; State Surveys
IDENTIFIERS- *Virginia

For this study, a survey instrument was developed to obtain data on several phases of school facilities in Virginia. The instrument contained 26 separate items to which local school personnel were asked to respond. Survey items were grouped around three main parts of the study: capital improvement projects, maintenance projects, and inventory systems. The population of the study included all 136 school divisions of the state, with a total of 121 divisions responding. The findings show that a high percentage of systems have an up-to-date capital improvement program in place and that these programs are concurrent with the state mandated, long-range

(Literary and Dramatic) (030)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; *English (Second Language); *Language Variation; *Limited English Speaking; *Regional Dialects
IDENTIFIERS- *United States; *World English

The literary anthology is intended for non-native speakers of English, including stories written in regional and social dialects to give readers an appreciation of how images and meaning can be conveyed effectively through non-standard forms of the language. Linguistic and cultural notes are provided to make the language more accessible to readers. Discussion questions follow each story or poem to help orient readers to main themes or issues. Readings are organized thematically, with each selection focusing on the human experience. Themes include: children (8 items); families (11 items); couples (7 items); and individuals (9 items). A brief introductory section for the teacher offers background information and notes on some features of non-standard English occurring in the selections. (MSE)

ED 419 399 FL 025 241

Kral, Thomas, Ed.
The Lighter Side of TEFL: A Teacher's Resource Book of Fun Activities for Students of English as a Foreign Language.
PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *English (Second Language); *Figurative Language; *Folk Culture; *Games; *Humor; Idioms; Instructional Materials; Language Skills; Poetry; Puzzles; Second Language Instruction; Short Stories; Skill Development
IDENTIFIERS- Jokes; Limericks; Riddles

The guide provides teachers of English as a Foreign Language (TEFL) with classroom instructional activities that reinforce vocabulary or teach specific language skills (listening, speaking, reading, writing) while demonstrating that communicating in English can be fun. The activities are brief and self-contained, and an audiotape cassette (not included) is designed for use with the last four sections of the book. Each section focuses on a different type of activity: word games; crossword puzzles; idioms; limericks; jokes and riddles; puzzle stories; shaggy dog stories; and folk wisdom. An answer key is also included. (MSE)

ED 419 400 FL 025 242

Dong, Yu Ren
Promoting ESL Preservice Teachers' Reflection on Learning How To Teach Linguistically and Culturally Diverse Students.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Higher Education; Language Minorities; Limited English Speaking; Middle Schools; Portfolio Assessment; *Preservice Teacher Education;

Instruction
IDENTIFIERS- Japan; Vygotsky (Lev S); *Zone of Proximal Development

A university teacher of English as a foreign language (EFL) in Japan draws on teaching experience and a classroom experiment to discuss how a socio-historical analysis of culture can be combined with intercultural communication and global issues to supplement learning and teaching in the college-level EFL curriculum. Students were asked to make a list of five things about culture that they would like to know by the end of the semester. Participants in three teacher training workshops were asked a similar question about teaching. Results indicated students wanted answers to highly specific questions, whereas teachers had more general questions reflecting greater abstraction. This suggests a Vygotskian view of developmental changes in thinking processes and, in particular the theory of the Zone of Proximal Development (ZPD). Implications for ZPD in pedagogy and diagnosis of student developmental level are examined, and classroom techniques are discussed briefly. (Contains 40 references.) (MSE)

ED 419 422 FL 025 269

Deschamp, Philip
The Implementation of the Literacy Component of the First Steps Project in ELAN Schools (Schools with a High Proportion of Aboriginal Students).
PUB DATE- 95
NOTE- 46p.; For other items in the "First Steps Project," see FL 025 270-272.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Foreign Countries; *High Risk Students; *Indigenous Populations; *Literacy Education; Numeracy; Parent Attitudes; Principals; Program Evaluation; *Program Implementation; State Surveys; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia); *First Steps Program (Australia)

This report describes the findings concerning the implementation of the literacy component of the First Steps program, which provides additional support for development of literacy and numeracy among "at-risk" students, in English Language and Numeracy (ELAN) schools (those with a high proportion of aboriginal students) in Western Australia. Data were gathered in a survey of 150 schools and case studies of 12 schools. The program was commonly seen to have a lot to offer children regarded as "at-risk" for any reason. While many respondents praised the program enthusiastically, a wide range of opinion was found. Overall, parents, principals, teachers, and "Focus Teachers" all found that: teachers in ELAN schools were generally more positive about all aspects of the program than teachers; ELAN schools generally made similar or greater progress than schools not participating in the First Steps project; and teachers in ELAN schools found the program more relevant and having a more positive effect on student language attitudes, confidence, and skills. (MSE)

ED 419 423 FL 025 270

Deschamp, Philip
A Survey of the Effectiveness of the Focus Teacher "B" Training

(3) the Office of Management and Budget be involved in monitoring implementation of the order. Additional information offers an historical perspective; discussion of the role of HBCUs as a national resource; explanation of the role of the president's Board of Advisors on Historically Black Colleges and Universities; consideration of the role of federal agencies, the private sector, and the Office of Personnel Management; a list of the 105 four- and two-year public and private institutions; and a list of the federal agencies supporting HBCUs under this executive order. (DB)

ED 419 442 HE 031 213

Ross, Craig, M.; Jamieson, Lynn M.; Young, Lynn M.
Professional Preparation in Sports Management: From "A National Study on Professional Preparation in Sports Management."
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Athletics; Degrees (Academic); Graduate Study; Higher Education; *Majors (Students); National Surveys; Professional Education; Undergraduate Study
IDENTIFIERS- *Sport Management

During the spring of 1997, 242 academic institutions were surveyed concerning professional preparation in sport management; 132 institutions (59.1 percent) responded. Among respondents, 78 (59.1 percent) indicated they had an undergraduate degree program in sport management, while 65 (49.2 percent) provide a graduate sport management degree. Eighty (60.6 percent) institutions offer undergraduate sport management course(s); 69 (52.3 percent) offer courses at the graduate level. Of the 21 institutions that reported having no degree or course offering in sport management, only 4 (19 percent) indicated that they were considering a program in the future. Other findings included: (1) most sport management programs (48.2 percent) are administratively structured in departments of Physical Education or Kinesiology; (2) the primary emphasis of the sport management programs was divided between sport programming in recreational settings and professional sports marketing and services; and (3) only 25.6 percent of programs were accredited. Also included in this report are sample course catalog descriptions; a sample course topical outline; and lists of student evaluation methods, teacher-directed instructional strategies, sample course objectives, sample professional journals and publications, sample textbooks and publications, examples of student projects and assignments, sources for resource materials, and the institutions participating in the study. (DB)

ED 419 443 HE 031 214

Guide to Direct Consolidation Loans.
PUB DATE- 98
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Federal Aid; Higher Education; Loan Default; *Loan Repayment; Standards; *Student Financial Aid; Student Loan

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1995-96. With an Essay on Undergraduates Who Work. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 182p.; For previous report, see ED 392 852.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Students; Full Time Students; Higher Education; Part Time Students; Paying for College; *Student Characteristics; Student Employment; Student Financial Aid; Tables (Data); *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *National Postsecondary Student Aid Study

This report uses data from the 1995-96 National Postsecondary Student Aid Study to profile undergraduates who were enrolled in U.S. postsecondary institutions in the academic year 1995-96. The report begins with an essay that explores the extent to which undergraduates work while they are in school. This essay found that 79 percent of undergraduates reported working while in school; half worked to help pay for their education and 29 percent considered themselves primarily employees who were also taking classes. Working students were employed an average of 25 hours per week, with 20 percent of full-time students also working full-time. Working students noted that working limited their class schedules, and about 25 percent reported that work adversely affected their academic performance. A negative effect was also found between work and one-year persistence. Students who worked fewer hours were more likely than those who worked more hours to borrow to pay for their educations. The report's data tables are grouped into those on the essay's topic; supplemental data about work; enrollment and attendance; degree program, field of study, and grade point average; student characteristics; financial aid; and educational aspirations and community service. (Appendix contains a glossary, technical notes, and methodology information.)

ED 419 462 HE 031 239

Defense Health Care. Collaboration and Criteria Needed for Sizing Graduate Medical Education. Report to Congressional Committees.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Armed Forces; Decision Making; *Facility Planning; *Graduate Medical Education; Guidelines; Higher Education; Military Personnel; Standards
IDENTIFIERS- *Department of Defense; *Downsizing

This report responds to a Congressional requirement to examine the Navy's advisory council recommendations for restructuring graduate medical education (GME) and to compare these with Army and Air Force GME closure activities. The report focuses on the specific recommendation of the Navy advisory council to drop GME at the Bethesda (Maryland) Medical Center while retaining GME at Portsmouth (Virginia). This decision was overruled by the Navy Surgeon General on the grounds that it had been agreed to concentrate Navy GME in four geographic locations, including Bethesda but not Portsmouth. Similar difficulties are reported for plans to eliminate Army GME positions in Texas and for the

Appended are tables detailing the production of Oregon-licensed educators from Oregon public and independent institutions for 1994-95, and OSSHE education degrees granted in 1995-96. (MAB)

ED 419 481 HE 031 275

One Year Later: The Status of 1994-95 OSSHE Bachelor's Graduates. Prepared for the Oregon State Board of Higher Education.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; Education Work Relationship; *Employment Patterns; Followup Studies; *Graduate Surveys; *Higher Education; *Occupations; Outcomes of Education; *Relevance (Education); Self Evaluation (Groups); Student College Relationship
IDENTIFIERS- *Oregon State System of Higher Education

This study sought to identify what Oregon State System of Higher Education (OSSHE) 1994-95 baccalaureate graduates were doing 6 to 12 months following graduation. Results of the study, based on an overall response rate of slightly less than 40 percent (n=2,736), included the following: (1) about 80 percent were employed; 8 percent were continuing their education, 14 percent were combining work and advanced education; and 4 percent were seeking work; (2) majors in which respondents were employed at levels greater than the OSSHE average included engineering (93 percent), agriculture and forestry (93 percent), business (92 percent), computer science (93 percent), health-related fields (92 percent), and education (89 percent); majors which produced lower than average employment levels included mathematics and science (73 percent), liberal arts (79 percent), and social sciences (81 percent); (3) the cohort was employed in all sectors of the economy, including private business (59 percent), education (24 percent), government (13 percent), nonprofit organizations (2 percent), and self-employment (2 percent); (4) respondents took a wide range of jobs; (5) three-fourths of the cohort were employed in Oregon; (6) almost 40 percent of respondents were earning $25,000 or more; and (7) almost nine of ten respondents indicated that what they learned in college was helpful in performing their job. Sixteen data tables and graphs are included. (MAB)

ED 419 482 HE 031 276

Leaming, Deryl R.
Academic Leadership: A Practical Guide to Chairing the Department.
PUB DATE- 98
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Guides; Administrator Role; Affirmative Action; *College Administration; *Department Heads; *Educational Administration; Educational Technology; Higher Education; Leaders Guides; Leadership Responsibility; Leadership Styles; *Leadership Training; Questionnaires; School Administration; Sexual Harassment; Total Quality Management

This book is intended as a practical guide for university own learning. (AEF)

ED 419 501 IR 018 912

Kunnath, Maria Lorna; Eaglin, Ronald
Engineering Undergraduate Distance Learning Programs: An Assessment.
PUB DATE- 98
NOTE- 19p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Resources; *Engineering; *Higher Education; Nontraditional Education; *Undergraduate Study; Universities
IDENTIFIERS- Technology Role

Distance education reverses the traditional way of providing education to the learning community. Instead of students coming to the university to get that needed education, the university comes to the student. This research/survey of undergraduate engineering distance learning universities was conducted utilizing traditional and virtual sources of information. Various university Web sites were visited. Where information was scarce and/or needed verification, library resources were consulted. The study provided an overview of how distance education is being practiced in universities worldwide, with particular attention to universities in North America. Technologies for access and interactivity, quality of learning, and accreditation are discussed. A table lists collaborative agencies and member universities offering engineering distance learning, worldwide distance learning universities in engineering, and undergraduate distance learning universities in the United States. (AEF)

ED 419 502 IR 018 913

Kurtz, Barry; O'Neal, Michael
Developing Educational Materials in Java: A Report from the Front Lines.
PUB DATE- 98
NOTE- 15p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *Computer Assisted Instruction; Computer Science; *Computer Simulation; Computer Software Development; Higher Education; *Instructional Materials; Interaction; *Internet; Material Development; Problem Solving
IDENTIFIERS- *Java Programming Language

This paper describes the use of Java to develop a variety of educational materials to supplement both traditional instruction and Internet-based instruction. Efforts have focused on three projects that vary in course level, content, and style of interaction. Unlike the simple Java applets on the Web, these are very sophisticated simulation environments that are at the cutting edge of Java development. The freshman of the manual is devoted to capturing images that might be included in the Web Page. After focusing on decision making regarding which graphics to use, this section shows how to capture and convert the images so they are available for the Web Page. The digital camera, scanner, captured images from other Web Pages, and graphic converter are all discussed. The final section is devoted to the actual creation of the Web Page. This manual concentrates on Claris HomePage as the tool. (AEF)

ED 419 523 IR 019 145

Beckenstein, Wendy; Staunton, Merrill
The Effects of Computer Location on First Graders' Usage and Enjoyment of Computers.
PUB DATE- 98
NOTE- 49p.; Master's Thesis, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Attitudes; *Computer Centers; *Computer Uses in Education; *Educational Technology; Laboratories; Learning Resources Centers; Primary Education; Student Role
IDENTIFIERS- Access to Technology; Computer Users; Technology Role

The purpose of this study was to examine the effects of computer location on first grade students' enjoyment and usage of computers. A large difference was found concerning time spent on computers between in-class and computer lab settings. In-class computer students spent three times as long on computers as computer lab students during the three week recording period. All students were surveyed on computer enjoyment. Survey results indicated that computer lab students wanted greater access to computers, while more in-class computer students believed their class used the computer every day. In addition, in-class students believed more strongly in the role that computers played in helping them learn. Future recommendations concerning computers and education are suggested. (Author)

ED 419 524 IR 019 146

Sartorius, Ute
Digital Imaging and the Cognitive Revolution: A Media Challenge.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Convention of the Broadcast Education Association (43rd, Las Vegas, NV, April 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Information Technology; Users (Information); *Visual Literacy; *Visual Perception; *Visual Stimuli
IDENTIFIERS- Access to Technology; Digital Data; *Digital Technology; *Technology Role

This paper discusses the role of digital technology within the cognitive revolution of the perception of images. It analyzes the traditional values placed on images as a source of cognition. These values are discussed in terms of the ethical and social issues raised by the use of digital image manipulation in so far as the digital era is falsely being associated with the misuse of visual information and unethical

NOTE- 0p.; Two 3.5 inch floppy disks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- dissemination and that protect both institutional interests and the intellectual property of facult,Numerical/Quantitative Data (110)
DESCRIPTORS- Data; Floppy Disks; Library Services; *Library Statistics; *Library Surveys; Optical Data Disks; *Public Libraries; State Libraries; Statistical Analysis; Statistical Data; Tables (Data)
IDENTIFIERS- *Educational Information; Public Libraries Survey (NCES)

Five files were generated from the Public Libraries Survey for fiscal year 1995: (1) the Public Library Data File, including data for the universe of 8,981 public libraries identified by state library agencies; (2) the Public Library State Summary/State Characteristics File, including data aggregated at the state-level for the 50 states and the District of Columbia and state characteristics data; (3) the Public Library Outlet File, including the universe of 16,848 public library outlets (central/main, branches, bookmobiles, and books-by-mail only; (4) the Administrative Entities Only/State Library File, including data on 130 "administrative entities only" and state libraries; and (5) the State Library Outlet File, including data on 12 state library outlets. (SLM)

ED 419 544 IR 057 046

Riley, Cheryl; Wales, Barbara
Preparing College Students To Search Full-Text Databases: Is Instruction Necessary?
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *College Students; Database Design; *Databases; Higher Education; Information Sources; Information Technology; *Online Searching; Periodicals; *Search Strategies; *Student Reaction; User Needs (Information)
IDENTIFIERS- *Central Missouri State University

Full-text databases allow Central Missouri State University's clients to access some of the serials that libraries have had to cancel due to escalating subscription costs; EbscoHost, the subject of this study, is one such database. The database is available free to all Missouri residents. A survey was designed consisting of 21 questions intended to gather information regarding students' comfort level using computers and EbscoHost; previous experience with print and electronic periodical indexes; feedback from students' assignment using EbscoHost; and their opinions and preferences. A large percentage of the respondents are in their first year at Central; most of the remaining students are in their second year. The majority of the students surveyed never used EbscoHost or they had only used it once. The primary conclusion is that instruction sessions are beneficial to most students, including those who characterize themselves as being comfortable with computers. (AEF)

ED 419 545 IR 057 048

Combined School and Public Libraries: Guidelines for Decision Making. Second Edition. Bulletin No. 98234.

Dorsey, Stuart; Cornwell, Christopher; Macpherson, David
Pensions and Productivity.
PUB DATE- 98
NOTE- 141p.; Of particular interest to educators will be chapter 6: "Estimates of the Pension/Training Relationship" (p.73-91).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Early Retirement; *Efficiency; Federal Government; Human Resources; *Incentives; Job Training; Labor Market; *Productivity; Public Policy; *Retirement Benefits

This book analyzes the productivity theory of pensions. First, it reviews the history and institutional practices of private pensions and government policy. Chapter 1 discusses demand-side and supply-side perspectives on pensions, the significance of the productivity theory of pensions, and the organization of this book. Chapter 2 traces origins of private pensions and evolution of current coverage and discusses federal policies. Chapter 3 shows how workers who leave a job with a defined-benefit pension are penalized, presents advantages of defined-benefit plans in establishing retirement incentives, and discusses how defined-contribution plans may convey productive incentives. Second, the book considers whether pension incentives are consistent with models of internal labor markets. Chapter 4 reviews employment models in which specific training and monitoring costs generate job-specific productivity gains and compares pension incentives with ideal solutions. Third, the book evaluates empirical evidence that pensions promote productivity. Chapter 5 reviews empirical studies that test the pension-productivity hypothesis, which addresses the growing popularity of defined-contribution plans. It considers whether the declining market share of defined-benefit plans is evidence that pension incentives are no longer important. Chapter 6 tests one of the channels by which pensions may enhance worker productivity: by promoting investments in worker training. Chapter 7 reports direct estimates of productivity gains for firms that sponsor defined-benefit pensions. Chapter 8 presents a pension policy and research recommendations. (Appendixes contain 131 references and author and subject indexes.) (YLB)

ED 419 093 CE 076 333

Rivera-Batiz, Francisco L.
A Profile and Analysis of Students in Vocational Training: Literacy Skills, Demographics, and Socioeconomic Characteristics.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Demography; High School Equivalency Programs; High School Graduates; High Schools; Income; *Literacy; Postsecondary Education; *Socioeconomic Background; *Student Characteristics; *Track System (Education); *Vocational Education; *Wages

This report presents a profile of the populations served by vocational education (VE) programs, comparing their literacy skills, demographics, and socioeconomic characteristics with those of students in other education tracks. Chapter 1 provides an introduction. Chapter 2 compares students enrolled in

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; *Caseworker Approach; Inservice Teacher Education; *Literacy Education; Models; Program Implementation; Teacher Education; Workshops
IDENTIFIERS- *Case Management; 353 Project

A project was conducted to develop and deliver training on case management procedures for adult educators. The project trained adult instructors on techniques, processes, and procedures of effective client case management through a series of workshops and discussion group sessions. The case management approach is based on the assertion that increased contact with adult learners will increase comfort level in the educational setting which will, in turn, increase retention rates. The project recommended that any adult education program adopt a case management approach to student service in order to increase student satisfaction and retention. A manual was compiled covering the three phases of the project: training, system development, and implementation. Local impact of the project was positive. (KC)

ED 419 111 CE 076 378

Sloppy, Sandra L.
The Color of Education. Helping Non-reading Adults with Household Management Skills. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Daily Living Skills; Instructional Materials; *Material Development; *Money Management; Program Implementation; Teaching Methods
IDENTIFIERS- *Color Coding; 353 Project

This report describes a project conducted to develop and publish instructional materials for educationally disadvantaged adults in independent living situations to assist them in developing skills such as bill paying, making and keeping appointments, and other related issues. After experimenting with other communication methods serving this type of population, the Mid-State Literacy Council decided that the easiest technique to use in assisting nonreading adults was color coding. The workbook included in this document shows teachers how to guide learners in using color-coding techniques in order to maintain independence and function adequately in society. The workbook includes sample color-coding techniques for bill paying, sample bills, and a calendar. Only one tutor and adult learner field tested the workbook, with several tutors and teachers reviewing and evaluating the workbook. Although the project proposed to train 10 tutors to use the home management program with their students, this objective could not be met because of the unavailability of tutors. However, as students who would

"Rediscovering Standards" (Abby Day, John Peters); "Operationalizing Total Quality" (John Peters); "Achieving Success in Postgraduate Action Research Programmes" (Cliff Bunning); "Measuring ROI (Return on Investment) from Management Action Learning" (Gordon Wills, Carol Oliver); "A Dialogue with Participants" (Krystyna Weinstein); "Intrapreneurship and Entrepreneurship amongst MBA Graduates" (Carol Oliver et al.); "Action Learning and Action Research in Management Education and Development" (Faith Howell); and "Rogue Learning on the Company Reservation" (Tom Reeves). Many papers include substantial bibliographies. (MN)

ED 419 129 CE 076 402

Filho, Walter Leal, Ed.
Lifelong Learning and Environmental Education.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.
PUB DATE- 97
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; Careers; Community Education; Conservation (Environment); Cultural Context; Cultural Differences; Educational Change; Educational Environment; Educational Improvement; Educational Needs; Educational Practices; Educational Quality; *Educational Trends; Employment Opportunities; *Environmental Education; Foreign Countries; International Educational Exchange; Job Training; Labor Needs; *Lifelong Learning; Memory; State of the Art Reviews; Story Telling; Trend Analysis; Workshops; Yearbooks
IDENTIFIERS- Europe; Germany; Italy; Pakistan; Poland; Slovakia; UNESCO

This book, which was prepared in the context of the Fifth International Conference on Adult Education, consists of a summary of the conference workshop "Environmental Education for Adults," 11 papers reviewing promising trends and developments in environmental learning in selected countries and contexts, and an introduction to the 25th International Yearbook on Education. The following papers are included: "Preface" (Paul Belanger); "Introduction" (Walter Leal Filho); "Summary of the Workshop on Lifelong Learning and Environmental Education in Europe"; "Environmental Education and UNESCO (United Nations Educational, Scientific, and Cultural Organization): Some Achievements" (Joachim Knoll); "The Environment: A Unifying Theme for Lifelong Learning and Adult Education" (Walter Leal Filho); "Lifelong Learning and Environmental Education in Poland" (Leszek Jerzak); "Lifelong Learning and Environmental Education in Slovakia" (Geza M. Timeak); "Environmental Careers, Employment and Professional Training in Europe" (Monica Hale); "Environmental Adult Education: Experiences, Problems and Perspectives in the Italian Context" (Antonella Bachiorri); "Adult Education and the Environment in Pakistan" (Farrukh Tahir); "Environmental Education for Adults in the Federal Republic of Germany Seen from the Point of View of 'Lifelong Learning'" (Heino Apel); "Community-Based Environmental Education, School Culture and Lifelong Learning" (Arjen E.J. Wals, Frank P.M.C. de Jong); "Improvement of Environmental Education as a Tool for High Quality Lifelong Learning" (Mauri Ahlberg); "Understanding Human-Earth Relationships through Storytelling and Memory" (Darlene E. Clover); "Adult Learning: A Key for the 21st Century--Environmental Education in the Framework of the Fifth related to professional development services administered by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) and communication to the bureau itself through development and coordination of print materials, an Internet presence, online connectivity, and general communications. The project report details the following project activities and outcomes: publication of the 1996 edition of the "ABLE Directors Handbook"; reworking of the Professional Development Centers (PDC) newsletter template; development of a website devoted to ABLE in Pennsylvania; production of statewide publications funded by the Bureau of ABLE; coordination of online communication among PDCs; compilation of monthly schedules of PDC events; publication of the 1996-1997 edition of the directory of ABLE providers in Pennsylvania; and production of several other publications. Also included are the following products of the AXIS project: EQUAL (Educational Quality for Adult Literacy) year 2 final report; three issues of the newsletter "EQUAL Update"; four issues of the newsletter "Action Update"; PDC brochure; catalogue of free materials for ABLE programs; and directory of ABLE services in Pennsylvania in 1996-1997. (MN)

ED 419 147   CE 076 441

Fleming, Ted; Murphy, Mark
College Knowledge: Power, Policy and the Mature Student Experience at University. Maynooth Adult and Community Education (MACE) Occasional Series.
SPONS. AGENCY- Department of Social, Community, and Family Affairs, Dublin (Ireland).
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; Adult Students; *College Students; *Educational Policy; Educational Trends; Financial Problems; Financial Support; Foreign Countries; Higher Education; Literature Reviews; Needs Assessment; *Nontraditional Students; Questionnaires; School Surveys; *Student Attitudes; Student Characteristics; Student Educational Objectives; *Student Experience; Student Motivation; Student Needs; Trend Analysis
IDENTIFIERS- *National University of Ireland

The characteristics and experience of mature students at the National University of Ireland (NUI) Maynooth were examined in a study in which data were collected from the following: detailed questionnaire mailed to all 298 mature students registered at NUI Maynooth and returned by 164 (55%) of them; semistructured interviews with a sample of 20 individuals selected from the 164 respondents based on certain demographic characteristics; and 4 focus groups. Policy regarding national and international changes in higher education (HE) was reviewed along with the literature on financial issues affecting mature students in HE, mature students' relationships and external commitments, and the learning process. The typical mature student was young, single, and childless. Although finance was not the most crucial issue for the respondents, it always lay close to the surface. The main motivations cited for entering the university were to obtain a qualification that would jump-start their careers and to prove to themselves that they could get a degree. Those who entered the university with vocational ambitions were most likely to be successful. Twenty-two policy proposals were formulated. (Twenty-four tables/figures are included. Appended are a description of the study methodology

Engemann); "Learning to Read the Signs: Reclaiming Pragmatism for American Business and Education" (F. Byron Nahser); "Why Is There So Much Corruption in India?" (Richard N. Ottaway); "Values and Conflicts in Training of Professional Psychologists" (Carole A. Rayburn); "An Exploration of Differing Social Values Concerning the Education and Training of Nurses for Professional Nursing Practice" (Rosemary Richardson); "The Philosophy of the Professional Activity: Illusions and Paradoxes" (L.N. Rosova, D.M. Zadvidskaya); "Values and Conflicts in the Training of Professionals" (Michael W. Small); "The Multiple Uses of Law in Teaching Ethics to Medical Students" (Bethany J. Spielman); "'A Good Student Is One Who's Nice to Me and Nice to My Weans': An Exploration of the Relationship between Supervising Teacher and Student on School Experience in the Primary School" (Rae Stark); "Dual Relationships: Implications for Developing Professionals" (Keith D. Walker, G. Vivian Walker); "Teachers', Parents', and Students' Perceptions of School Headteachers and a Proposal for a New Training Approach for School Administrators--A Malaysian Case Study" (Kamaruddin B. Yaakub); "Values as Rhetoric: The Case of Social Work" (N. Timms); and "The Dilemma of U.S. Education: A Procrustean Bed Hypothesis" (Harriet Aronson). An index is provided. (YLB)

ED 419 166 CE 076 477

Natale, Samuel M., Ed.; Fenton, Mark B., Ed.
Business Education and Training: A Value-Laden Process. Volume III: Instilling Values in the Educational Process.
PUB DATE- 97
NOTE- 344p.; For volumes I-II, see CE 076 475-476.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Business Administration Education; Competency Based Education; *Conflict; *Ethics; Foreign Countries; Government Role; Higher Education; Lawyers; Legal Education (Professions); Medical Education; Medical Services; *Professional Education; Teacher Education; *Value Judgment; *Values; Vocational Education

This volume contains 21 papers that explore value conflicts in all professions: "Ethics and the Development of Work: The Central Maintenance Computer Case" (Harry Hummels); "Too Many Cooks Spoil the Stew--Ethical Preparation of Interdisciplinary Professionals" (Vincent F. Maher); "Value Conflict in 'Competence-Based' Training Incentives" (John Halliday); "Knowing One's Place: The Professional's Need for an Education in the Ecology of Practice" (Mike Bottery); "Integrating Ethics into Technical Courses: An Experiment in Its Fifth Year" (Michael Davis); "Management as a Vocation: Towards a People-Centered Profession of Management" (Peter Davis); "A Theory of Business Development" (Robert F. Dischner); "Values and Conflicts in the Training of Physiotherapists" (Elizabeth M. Walker); "The Dynamic Nature of Ethical Issues and Its Implication for Training Today's Business Students" (P. Everett Fergenson, Susan G. Rozensher); "If It's Not Hurting It's Not Working" (Chris Gaine); "Imparting Social Values through Literature: A Challenge to Legal Training" (Susan E. Grady); "Christian Social Thought and Management Education" (Robert G. Kennedy); "The Benefits of Using a Competence-Based Approach in the Education of New Teachers: Fact or Fiction?" (Pat Mahony); "Some Value Conflicts Experienced by Women in the Workplace" (Rita A. Knutsen, Marlene K. Malenda); "Professional Attitudes, Judgment, and Confidentiality: Tensions in School-Linked variables, ethic identity was found to be the only significant variable. Findings suggest that the more positive and secure individuals' ethnic identity was, particularly in relationship to the orientation to other groups, the greater the ability to think empathically. Implications for undergraduate education, admissions, and training in counseling programs are discussed. (MKA)

ED 419 183 CG 028 419

Steward, Robbie J.; Jackson, James; Neil, Douglas; Jo, Hanik;
Nehring, Sarah; Grondin, Kelly
In Search of Empathy within Multicultural Counseling Process.
PUB DATE- 98
NOTE- 24p.; Presented at the Great Lakes Regional Conference, Division 17 of the American Psychological Association (Bloomington, IN, April 3-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Blacks; *Counseling; Counseling Effectiveness; Counselor Attitudes; Counselor Client Relationship; Counselor Training; Counselors; *Cultural Pluralism; *Empathy; Higher Education; Males; Microcounseling; Skills; Whites
IDENTIFIERS- African Americans; *Multicultural Counseling

Empathy has been defined as the single most important dimension in establishing a counseling relationship. This paper describes a study that compares counselor trainees' and a general population of African American males' empathy ratings of racially mixed videotaped counseling sessions. The report addresses the following questions: "Do African American males perceive counselors' expressed empathy differently than counselor trainees when viewing counseling sessions between a White counselor and an African American male client?"; "Is there a significant relationship between counselor trainees' perceptions of multicultural counseling competence and ratings of White competence and expressed empathy in a session with an African American male client?"; and "Is there a significant relationship between counselors' use of microcounseling skills and counselor trainees' perception of multicultural counseling competency?" Participants included 11 White counselor trainees aged 22-47 involved in masters level work and 11 African American males ages 24-43 years with no counseling training. Both groups viewed six 15-25 minute videotaped counseling sessions. Findings suggest large differences between counselor trainees' perception of counselors' expressions of empathy and African American males' perceptions of counselor-expressed empathy. A significant relationship existed between counselor trainees' perception of multicultural counseling competency and ratings of counselors' expressed empathy. Due to the differences in ratings between the two groups, the relationship between empathy ratings and perceptions of multicultural counseling competencies require future study. (MKA)

ED 419 184 CG 028 420

Steward, Robbie J.; Borgers, Sherry; Jo, Hanik; Chambers, Tara;
Brown, Nikki
Culture Specific Knowledge and the Ability To Empathize: Applications for Cross-Cultural Counseling Training.
PUB DATE- 98
NOTE- 15p.; Presented at the Great Lakes Regional Conference,

Prediction; Higher Education; Self Concept; *Self Evaluation (Individuals); *Sex Differences

This study assessed the accuracy of students' academic self-perceptions. Over the course of a semester, college students in three different classes estimated their grades multiple times before and after taking each examination in that class. A total of 76 female and 68 male students participated. Results are reported for the following topics: (1) the accuracy of expectancies and self-evaluations and gender differences; (2) accuracy of post-examination self-evaluations of grades; (3) accuracy of grade expectancies for the next examination; (4) self-consistency; (5) the effect of experience on the accuracy of expectancies; (6) the effect of temporal proximity on the accuracy of expectancies and self-evaluations; and (7) the role of individual difference variables in accuracy. Students overestimated their grades at all points in the semester. The expected gender difference in the accuracy with which males and females predict exam grades was found in only one class. Discussion is centered around evidence for gender differences, self-consistency, effect of experience and temporal proximity in the accuracy of expectations and self-evaluations. (EMK)

ED 419 203 CG 028 457

Bracki, Marie A.; Dolson, Bonnie M.; Maurice, Kenneth
Pre-Teen Gang Members: The Father Connection.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Crime; *Delinquency; Family Characteristics; Fatherless Family; *Fathers; Intervention; *Juvenile Gangs; Parent Role; *Preadolescents; Secondary Education

Gang membership and violence are pervasive across the United States. Today children, adolescents and young adults of all social classes and environments are susceptible to gang involvement. Gang members are getting younger and gang leaders are getting older. The composition and structure of the family is examined for the common element between inner-city gangs and those in rural and suburban communities. Father figures and/or positive male role-models appear to be absent from the lives of a significant number of gang-involved youth; but a predilection toward gang involvement is also evident in young men whose fathers have been present but detrimental in their lives. Structured interviews were combined with process recordings and recollections of case studies to investigate the premise that absent fathers contribute to a boy's decision to join a gang. A table summarizes the relationship between gang membership, criminal activity, and family related information for 28 cases. The father's place and timing of his departure from the family had a profound impact on the child's development of identity, role in the family, and social relationships. The need for future research, difficulties of conducting research with gangs, and implications for intervention planning are considered. (Author/EMK)

ED 419 204 CG 028 460

Alliance for Achievement: Preparing Every Child for College and

Training and the Effects of Past Experience on Preservice Teacher's Concerns for the Role of the Internet in Planning and Instruction" (Anne L. Mallery and Jane F. Rudden); "World Wide Web: Proposals and Pilots for Connecting Schools to Authentic Commerce in Literature, Ideas, Humanitarianism, and the Free Market" (Anthony V. Manzo; Amy Barnhill; Andrew Lang; Ula C. Manzo); "The Fate of Reading in an Electronic Age" (Wayne Otto; Rick Erickson; Ken Smith); and "Reaction to 'The Fate of Reading in an Electronic Age'" (Eunice N. Askov). (NKA)

ED 419 222 CS 013 187

Williams, E.
Investigating Bilingual Literacy: Evidence from Malawi and Zambia. Education Research Serial No. 24.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Chinyanja; Elementary Education; English (Second Language); Foreign Countries; *Language of Instruction; *Literacy; *Reading Instruction; Reading Research; Reading Tests
IDENTIFIERS- Chichewa; Educational Issues; *Malawi; *Zambia

This monograph describes contrasting classroom methods and experiences teaching reading in Malawi (where reading is taught through the medium of a local language) and in Zambia (where the medium used is English). In describing research carried out in Malawi and Zambia, the monograph specifically discusses the importance of the research for those policy makers in other countries who are considering comparable or related language issues. The monograph reports on reading tests carried out at years 3, 4, 5, and 6 in both English and the respective local languages (Chichewa in Malawi, Nyanja in Zambia) in rural and urban schools. In addition, a sample of pupils of differing English reading proficiencies were interviewed and participated in individual reading investigations. Findings confirm misgivings expressed in the 1992 Zambian Ministry report "Focus on Learning" that for the majority of pupils in primary schools, levels of reading in English are inadequate for learning to take place. The monograph closes with some suggestions as to how improvement might be brought about, while noting that the effect of the suggestions will necessarily be limited by factors outside the classroom, and in particular by the economic conditions of the teachers and of pupils' families. Includes 56 tables of data; contains 25 references. Appended are information on reading approaches, transcripts and texts of two lessons, test samples in the three languages, and graphs of test scores. (NKA)

ED 419 223 CS 013 188

Flood, James, Ed.; Heath, Shirley Brice, Ed.; Lapp, Diane, Ed.
Handbook of Research on Teaching Literacy through the Communicative and Visual Arts.
PUB DATE- 97
NOTE- 930p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- *Computer Uses in Education; Diffusion (Communication); Elementary Secondary Education; Higher

Administrator Relationship
IDENTIFIERS- Goals 2000; *Michigan

The Michigan English Language Arts Framework (MELAF) offers an illustrative case of top-down and bottom-up confluences in curriculum policymaking. In several distinct ways, state policy met local initiatives to create dynamic partnerships to spread change. State systematic reformers looked to the grass roots for ideas and percolating initiatives. Locals partnered with state reformers to galvanize and legitimize changes that had been underway before the newest wave of state policy came along. These top-down and bottom-up intersections reveal new ways to think about some of the possibilities of systemic reform. In the MELAF project, top and bottom joined in three arenas: (1) state reformers called on grass roots educators to write content standards in English language arts; (2) state reformers launched a "demonstration project" to bring together four local districts to showcase the state standards at the grass-roots level; and (3) teachers from the four demonstration districts created ways to advocate for state policy. The MELAF Project began in 1993 with a Goals 2000 grant to the Michigan Department of Education and the University of Michigan. In addition to providing intensive work with a relatively small group of teachers and districts, the MELAF Project worked in wider arenas as well. The standards were to undergird the state's assessment, and in Michigan, as elsewhere, state tests have exerted significant pressure on districts who in turn exert pressure on principals and teachers. MELAF was both a formal state policy emanating from the top of the system, and an effort to consolidate and accelerate changes percolating at the grass roots level. (RS)

ED 419 241 CS 216 335

Gordon, Christine J.
The Role of Prior Knowledge in Narrative and Expository Text.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Concept Formation; Elementary Secondary Education; *Expository Writing; Higher Education; Literature Reviews; *Prior Learning; *Reading Comprehension; *Text Structure
IDENTIFIERS- *Expository Text; *Narrative Text

This paper addresses the role of prior knowledge in the comprehension of narrative and expository text, two major categories of discourse. The paper reviews some of the differences in the essence of prior knowledge required to comprehend each text type and then examines research on prior knowledge and conceptual change that deals with both text types. It concludes with a discussion of current issues and directions for further research on: (1) the nature and complexity of prior knowledge as it relates to narration and exposition; (2) the interaction of text variables and prior knowledge that make narratives or expositions easy or difficult to comprehend; (3) the effects of such components of prior knowledge as different attitudes, beliefs, social affiliations, and communication conventions on comprehension of narrative and expository text; (4) the relative importance in comprehension of exposition and narration; (5) the role of prior knowledge in relation to top-down processing concerns such as schema selection, activation, maintenance, and utilization; (6) the content, and details the evaluation of a course designed to train police officers in interpersonal communication. Training was done in two-hour sessions for a police department that was implementing the philosophies and activities of community policing. The paper discusses the needs assessment, which also served to get trainees to begin thinking about the subject of the training. It categorizes the responses from the needs assessment in five areas: communication, attitude, emotion, beliefs, and situational. Teaching the course helped to clarify for the instructor what it means to participate in applied communication study in a "real" world setting and that each trainer would take different lessons from the experience. (Contains nine references.) (Author/CR)

ED 419 260 CS 509 843

Mangrum, Faye Gothard; Wieder, D. Lawrence
Ad Hoc Gatherings for Informal Problem Solving: Ordinary Conversation with Co-Workers as Labor for the Company.
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; Ethnography; *Interpersonal Communication; *Organizational Communication; *Problem Solving; Training
IDENTIFIERS- Conversation

An ethnographic study examined a distinctive and recurrent form of problem solving interaction that has been previously unreported in the organizational communication and problem solving literatures--Informal Problem Solving Meetings (IPSs). The fact that participants in IPS meetings themselves neither name or ordinarily formulate Informal Problem Solving or Informal Problem Solving meetings is an aspect of these phenomena's elusiveness and is a distinctive and consequential feature. Conversations at a high-technology firm were collected and transcribed, participant observations were recorded in field notes, and interviews were conducted. Results indicated that Informal Problem Solving at this site occurs against a backdrop of frequent meetings of many different kinds in a setting in which many of the staff were trained in formally instituted problem solving methods used in formally scheduled and planned meetings. Results also indicated that (1) the meetings were ad hoc gatherings; (2) the internal organization of the IPS meetings contrasted with that of standard formal meetings; (3) IPS meetings were intrinsically located within the encompassing organization; and (4) features of IPS meetings contrast with those of formal meetings and "grapevine talk." (Contains 41 references and 17 notes.) (RS)

ED 419 261 CS 509 848

Higgerson, Mary Lou
Case Studies and Role Playing as a Vehicle to the Real World.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Communication Association (66th, Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Educational Innovation; Educational Strategies; Elementary Secondary Education; Role of Education; School Effectiveness; School Responsibility; *School Role; Standards; Student Needs

This book describes ways in which schools can rewrite the social/educational contract so that more and more of the population can be educated at higher standards. The book advocates a new way of thinking about education, beginning with the notion that all children can learn. In order to craft a new system, schools must develop an aim and they must be managed. It is recommended here that the aim of schools be a "learning for all" mission and that this mission be carefully measured. Some high-yield strategies (concepts or principles supported by research that will result in significant improvement in assessed student achievement) for reaching this aim are detailed. The first high-yield strategy is for schools to teach what they test and ensure that opportunity is available for everyone. Schools make difficult decisions on determining students' time on task, on restructuring schools in accordance with proven systems and research, and on organizing learning so that it accords with research on effective cognitive strategies. Other important concerns addressed here deal with the use of technology, the use of high-impact learning, and the role of partnerships to further learning. (RJM)

ED 419 281 EA 029 031

Local School Finance Study. From Equity to Adequacy to Alignment: The School Finance Challenge.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Equity (Finance); Elementary Secondary Education; Expenditure Per Student; Financial Problems; *Public Schools; *School District Spending; School District Wealth; State Government; State Surveys
IDENTIFIERS- *North Carolina

For 10 years the Public School Forum has conducted an annual study of local school finance in North Carolina. The results of the 1997 study are presented in this report. It is intended to enable policymakers and the public at large to compare communities' ability and relative effort to provide financial support for their public schools. The report includes a discussion of the changing nature of the school-finance debate, a look at the school-finance picture across the nation, a review of the school-finance lawsuit still before the North Carolina Supreme Court, and a list of major issues confronting the state. The major finding is that the ability to provide quality educational programs is not distributed uniformly across the state. Namely, the gap in property wealth among North Carolina's 100 counties continues to grow; the state's poorest counties continue to take on a greater tax burden; the impact of welfare mandates still disproportionately affects poorer counties; there is increased disparity in total local expenditures between rich and poor counties; low-wealth supplemental funding helped close spending gaps, but only slightly; and a significant discrepancy exists between the best and worst performing counties. (Contains 2 appendixes and 5 tables.) (RJM)

ED 419 282 EA 029 033

Selected Integrated and Applied Curricula in Wisconsin Secondary private sector. To explore how education might meet new economic challenges, the National Center for Research in Vocational Education joined with RAND to sponsor a policy exercise based on Department of Defense "war games." The June 1997 Policy Planning Exercise on Education and the New Economy assembled vocational-education researchers, federal and state vocational-education officials, leaders of interested nonprofit organizations, and business community representatives. Exercises required panelists to allocate funds for a January 1998 training program in a hypothetical "state," redesign a 2002 update of this education and training system, and apply what they had learned to federal policy in the near term. This paper synthesizes panelists observations about the nation's first-chance and second-chance education systems; standards, certifications, and institutional accountability; lifelong learning; teacher training and development; an integrated academic and vocational training system; and the federal government's role. (MLH)

ED 419 301 EA 029 104

Doherty, Kathryn; Abernathy, Sarah
Turning Around Low-Performing Schools: A Guide for State and Local Leaders.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Accountability; *Change Strategies; Educational Environment; *Educational Improvement; Elementary Secondary Education; *School Districts; *State Action; *Teacher Expectations of Students
IDENTIFIERS- *Capacity Building

This guide describes various strategies that states and districts are pursuing to help turn around low-performing schools and raise expectations for all students. Strategies include helping schools gain control of the learning environment, concentrating resources and efforts on providing students with challenging curricula and high-quality instruction, providing services to ensure school readiness, creating a professional development program aligned with curricular content and focused on instructional improvement, and helping schools implement comprehensive school reform programs. It is also important to build underachieving schools' organizational capacity by ensuring strong school leadership, promoting policies that encourage teacher commitment to reform, using resources strategically, helping schools use performance data to drive improvement, involving the community, and providing incentives for change and support for innovation. Initiatives in New York State, Chicago, and San Francisco provide successful examples. President Clinton has also suggested initiatives to improve student achievement, including educational opportunity zones, reduced class size, the America Reads Challenge, 21st Century Community Learning Centers, and a school construction initiative to modernize buildings and alleviate overcrowding. (Includes a list of government documents and 800 numbers, 22 endnotes, a bibliography of 54 references, and an executive summary.) (MLH)

ED 419 302 EA 029 111

PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Problems; Disability Identification; Drug Therapy; Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; Intervention; Medical Services; Program Development; School Role; Student Characteristics; Student Evaluation
IDENTIFIERS- Arkansas; *Train the Trainer

The report describes activities and achievements of the Attention Deficit Disorder (ADD) Teacher Inservice Project. The inservice program was developed using a formal process to identify the critical issues related to ADD awareness, assessment, and intervention. Program content was designed to address critical issues identified in the research literature. Comprehensive training materials were developed for each of the following modules: (1) characteristics, assessment, and management of ADD--an overview; (2) the school and ADD; (3) educational identification and assessment of ADD; (4) medical issues and medication management of ADD; (5) understanding behavior; and (6) specific classroom interventions for ADD. Training materials developed include presenter scripts, comprehensive participant handouts, audio-visual materials (slides, overheads, video tape), and evaluation materials. The 22-hour program was targeted primarily toward regular and special education teachers, as well as administrators, counselors, school nurses and related personnel. Dissemination was accomplished through direct training and adoption of a training of trainers model. The project has provided over 1,500 hours of direct training to more than 5,300 teachers and other personnel. The program was disseminated systematically across Arkansas and 352 individuals have been trained as inservice trainers, including participants from 13 different states. (Author/DB)

ED 419 321 EC 306 406

Baker, Bruce D.
The Economic Health of Gifted Education in Three Northeastern States: An Analysis of Public School Opportunities and Private Programs in New York, New Jersey, and Connecticut.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Educational Opportunities; Educational Trends; Elementary Secondary Education; *Gifted; Policy Formation; *Public Schools; Public Support; School Funds; State Aid; *State Programs; *Talent; *Trend Analysis
IDENTIFIERS- Connecticut; New Jersey; New York

This report analyzes policy trends in gifted education in New York, New Jersey, and Connecticut from 1984 through 1994. The decrease in state funding of gifted education during this period is investigated, along with the rise of private and university gifted programs. Findings from the analysis indicated that gifted students possess few of the legal rights or privileges of other special populations and thus, gifted education funding continues to be disposable at the state or municipal level. Although the blame for cuts to gifted

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Articulation (Speech); *Music Activities; Music Techniques; Music Therapy; *Rhythm (Music); *Severe Mental Retardation; *Songs; Speech Improvement

This report discusses the findings of a study that tested the effectiveness of a program that used music to increase the articulation skills of three females and seven males (ages 12-21) with profound mental retardation. Level one of the treatment began with the teacher humming the target word while tapping the rhythm on the hand drum or strumming it on the guitar. Next, both student and teacher hummed and tapped. Finally, the student hummed as the teacher and student tapped rhythms. As soon as the student became comfortable and cooperative with this system, both moved on to level two. At level two, the actual word was added to the other actions. It was proposed that the student progress from listening to unison performance and then to the independent vocalizing of the subject. All students progressed to unison performance and some to independent vocalizing. The 30-minute treatments were given as part of the regular music sessions held twice a week. The program resulted in the improvement of articulation skills and an overall increase in self-confidence. Appendices include a Speech Research Survey, an Articulation Data Sheet, Compilations of Raw Data, and a parent permission form. (Contains 27 references.) (CR)

ED 419 339 EC 306 427

Copenhaver, John
The Provision of Assistive Technology for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Legal Responsibility; Mobility Aids; *School Responsibility; Sensory Aids; *Student Evaluation

This paper provides information on the use of assistive technology devices and services in the special education evaluation process and programming for students with disabilities. The legal responsibilities of the school district to consider assistive technology for the student during the evaluation process and as a possible service on the Individualized Education Program (IEP) is discussed and a list of possible IEP objectives for the student that may be accomplished only with the use of assistive technology is given, including: (1) access to a computer for word processing; (2) use of a spell checker for written composition exercises; (3) pencil grips to improve writing skills; (4) hand-held calculators for certain math assignments; (5) a lap board for students with physical disabilities; and (6) a cane for a student with blindness. Assistive technology issues in the implementation of the IEP, IEP review, personnel training, and documentary programs, ranging in duration from 13 to 24 minutes. Altogether there are 27 examples which cover inclusive practices at the six schools. The 12 accompanying cards explain key themes and concepts, including accessing the curriculum, shared values and teamwork, accessing the environment, listening to parents and pupils, classroom assistance for inclusion, and specialists skills for inclusion. (CR)

ED 419 358 EC 306 447

Soydan, Anne Sullivan
Frequently Asked Questions by Educators about Students with Psychiatric Disabilities: Tips and Resources on the Rehabilitation Act, ADA, Academic Adjustments, and Support.
PUB DATE- 97
NOTE- 14p.; A publication of the Center for Psychiatric Rehabilitation. Sponsored by the Tower Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *College Students; *Disability Identification; Faculty Handbooks; Federal Legislation; Higher Education; *Mental Disorders; *Symptoms (Individual Disorders); *Teacher Responsibility
IDENTIFIERS- *Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities); Rehabilitation Act 1973 (Section 504)

This booklet provides information on the critical issues involved in providing academic adjustments in a college or university setting for students with psychiatric disabilities. It begins with a brief description of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Information is then presented in a question and answer format that addresses: (1) the identification of students with disabilities; (2) resources available to educators on psychiatric disabilities; (3) signs of mental illness in the campus setting; (4) how mental illness interferes with functioning at school; (5) the need for educators to know about functional limitations; (6) resources that educators can use to determine appropriate academic adjustments; (7) educators' responsibilities regarding academic adjustments; (8) reasonable accommodations; (9) "how" to tell if an academic adjustment request is unreasonable; (10) "how" to set limits or tell a student they are performing poorly in the class without upsetting the person or violating the law; and (11) additional information resources on disabilities and higher education. (CR)

ED 419 359 EC 306 448

A Teacher's Guide to...Awareness Series = Renseignons-nous sur...Serie Sensibilisation.
PUB DATE- 95
NOTE- 122p.; A series of fourteen 6-panel informational brochures, each on a different disability. English language versions prepared in 1995; translated into French versions in 1997.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

plan approved by the school board. For the year under study, it is estimated that maintenance costs will consume approximately $200 million dollars. This represents only half of the total projected need. If school divisions could bring all buildings up to the standard of the best school, then approximately $1.5 billion would be needed. Inventory monitoring seems important in all districts, with 92 percent of school divisions keeping an up-to-date inventory. Six recommendations for school facilities are offered. (RJM)

ED 419 378 EF 005 064

Radon Measurement in Schools: Self-Paced Training Workbook.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation; *Facility Guidelines; *Hazardous Materials; *Inspection; Prevention; School Safety; Workbooks
IDENTIFIERS- *Radon

This workbook is designed to educate school personnel in randon detection. The workbook is intended for an audience of school officials, including administrators, business officers, facility managers, and maintenance and operations staff. It is meant to provide trainees with experience in planning a radon test, interpreting test results, implementing quality assurance during testing, and documenting the testing process for a school building. Each unit is prefaced by a unit overview and a list of participant objectives. Each objective relates to a segment of the unit, and the testing procedures are interspersed with exercises and activities. Some of the activities are fill-in-the-blank questions, whereas others require the application of information contained in the Environmental Protection Agency's testing guidance, entitled Radon Measurement in Schools. Answers to each section's activities can be found at the end of the unit, and it is hoped that these activities will reinforce the information presented in the workbook. (RJM)

ED 419 379 FL 024 892

De Par en Par, 10 & 11. (Wide Open, 10 & 11.)
PUB DATE- 97
NOTE- 82p.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adventure Education; *Childrens Literature; Class Activities; Elementary Education; Environmental Education; Foreign Language Periodicals; Instructional Materials; *Spanish

These two magazines, written entirely in Spanish, are designed for classroom use in the elementary grades. Number 10, focuses on ecology, discussing such topics as the greenhouse effect, endangered species, protecting the natural environment, tree planting, earthworms, natural waste, books on environmental subjects, saving the earth, and ecological equilibrium. Number 11, titled "Adventure," discusses such literary works as

*Preservice Teachers; *Reflective Teaching; Student Evaluation; *Student Teachers; Teacher Education; *Teaching Skills

An experiment with reflective teaching methods was conducted with six undergraduate and seven graduate student teachers majoring in applied linguistics and English-as-a-Second-Language (ESL) teaching and minoring in education. The student teachers were placed in urban elementary, middle, and high schools in a variety of ESL program types and with a variety of student proficiency levels. Each wrote in a journal and compiled a teaching portfolio during the 15-week student teaching experience, both to promote reflection on teaching practice and to allow assessment of their progress. The portfolio was to include reflections on both successful and unsuccessful teaching, to be complemented by seminar discussions and readings encouraging reflection. Journal entries (free-written and on assigned topics), students' reading discussions and questions, notes from observations and student teacher conferences, portfolios, and final portfolio reflections were analyzed for emerging themes and connections among them. Salient themes included: encountering a wide range of differences among students; teaching the lesson vs. teaching the students; gaining insights into students' learning; and reconstructing teaching knowledge. Results are discussed, using excerpts from student writings, and recommendations are made for teacher education. Contains 10 references. (MSE)

ED 419 401 FL 025 244

Levy, Michael
Computer-Assisted Language Learning: Context and Conceptualization.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computers; *Educational Change; Educational History; *Educational Strategies; Educational Technology; Educational Trends; Foreign Countries; Interdisciplinary Approach; Language Teachers; *Learning Processes; Second Language Instruction; Second Language Learning; Second Languages; Surveys; Trend Analysis
IDENTIFIERS- *Computer Assisted Language Learning

This book provides a descriptive discussion of Computer-Assisted Language Learning (CALL), examining its origins, scope, and directions and looking at its connections to other disciplines. It also incorporates results of a survey of 104 CALL practitioners in 18 countries. The first two chapters set CALL in historical and interdisciplinary perspectives. Chapters 3-6 focus on how CALL practitioners have conceptualized the use of the computer in language teaching and learning. They look at the issues addressed in the literature on CALL, examine findings of the survey, and identify and explore specific themes that emerged from the survey. Chapter 7 is devoted to the tutor-tool conceptual framework. The final chapter examines the nature of CALL and makes some recommendations for directing future efforts. (Contains 570 references.) (MSE)

ED 419 402 FL 025 245

for the First Steps Project.
PUB DATE- 95
NOTE- 33p.; For other items in the "First Steps Project," see FL 025 269-272.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *High Risk Students; *Inservice Teacher Education; *Literacy Education; Numeracy; *Participant Satisfaction; Principals; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; Questionnaires; Surveys; Tables (Data); *Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia); *First Steps Program (Australia)

This report summarizes a survey of participants in a teacher training program for the First Steps project, which provides additional support for development of literacy and numeracy among "at-risk" students in Western Australia schools. The training program was to assist teachers in implementing the program in their schools. Respondents to the survey (questionnaire appended) were 516 teachers, 25 principals, 54 deputy principals, 20 school development officers, and 38 other educators. Questions elicited responses concerning the value of program content revisions, the value of the training in presentation skills, participant presentation skills before and after the training, adequacy of the course, confidence about presentation after the course, other areas where the skills and knowledge gained in the course might be used, course strengths, other needed course components, additional support needed for respondents to carry out their jobs, and additional comments. (MSE)

ED 419 424 FL 025 271

Deschamp, Philip
A Survey of the Implementation of the Literacy Component of the First Steps Project in WA.
PUB DATE- 95
NOTE- 113p.; For other items in the "First Steps Project," see FL 025 269-272.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Foreign Countries; *High Risk Students; Inservice Teacher Education; *Literacy Education; Numeracy; Parent Attitudes; Principals; Program Effectiveness; *Program Implementation; *Staff Development; State Surveys; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia); *First Steps Program (Australia)

A survey of 150 schools in Western Australia asked principals, teachers, and parents about the extent to which the First Steps program literacy component was operating in their schools and their perceptions of the results of the implementation. The First Steps program is designed to support the development of literacy and numeracy among "at-risk" students. Results indicate that: almost all schools were implementing the program in grades K-7; more rural schools valued the professional development program; the most valued aspects of the program

Programs
IDENTIFIERS- Family Education Loan Program; *Federal Direct Student Loan Program

Intended for financial aid counselors, this document provides guidelines to the Federal Direct Consolidation Loan Program for borrowers who are in school, as well as those in repayment, or in default. An introductory section explains the basics of the consolidated loan program, loan categories, and interest rates. Next, standards for borrower eligibility for consolidation are provided for student borrowers, parent borrowers, and married borrowers, as well as specific guidelines for consolidation by borrowers in school, including eligible loans, ineligible loans, advantages of consolidation, and how consolidation works. The same topics are covered for borrowers out of school. Borrowers in default are discussed in terms of rehabilitation, advantages of consolidation, and consolidation guidelines. Sections also cover repayment, postponing repayment, default, discharge, and consolidation of health professions loans. Each section includes answers to come common questions and relevant definitions. The last section provides contact information. Nineteen appendices provide such items as the application mailing for out-of-school and in-school borrowers, a sample loan statement, a sample "intent to continue" letter, a capitalization chart, poverty guidelines, monthly payment worksheets, and request for deferment forms. (DB)

ED 419 444 HE 031 215

Student Loans: Characteristics of Students and Default Rates at Historically Black Colleges and Universities. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Black Colleges; *Black Students; College Freshmen; Eligibility; Higher Education; Incidence; *Loan Default; Loan Repayment; Socioeconomic Influences; *Student Financial Aid; *Student Loan Programs

This report to Congress analyzes student loan default rates at historically black colleges and universities (HBCUs), focusing on student characteristics which may predict the likelihood of default. The study examined available student databases for characteristics identified by previous studies as related to level of student loan defaults. Among the findings were: (1) Compared to other institutions HBCUs enroll a higher percentage of less academically prepared freshmen who come from more disadvantaged socioeconomic backgrounds and are more likely to need remedial work; (2)among HBCUs, those with lower default rates tended to enroll students with more academic preparation and who were at higher socioeconomic levels; (3) the Department of Education has a default reduction initiative which supports schools' efforts to provide financial counseling to student borrowers and to follow-up with delinquent borrowers; (4) currently 14 HBCUs are at risk of losing their student loan program eligibility because of high default rates; eight more are potentially at risk; and (5) financial aid administrators at HBCUs cite loan counseling and early intervention as the measures used to manage student loan default rates. Appendices detail the study's methodology, list specific loan default predictor variables, the Carnegie school classifications, and the default rate for 19 selected HBCUs. (DB)

GME program closures planned by the Air Force. The report concludes that the services need commonly accepted guidelines and criteria for choosing GME reduction and closure sites and for involving those affected in the decisions. It also recommends that lessons can be learned from parallels in the private sector, which has also been reducing, closing, or otherwise modifying its GME programs. A summary of comments by the Department of Defense notes general agreement with the report's recommendations and plans to develop a directive providing GME program closure and consolidation guidance. (DB)

ED 419 463 HE 031 240

Horn, Laura J.; Chen, Xianglei
Toward Resiliency: At-Risk Students Who Make It to College.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; *College Bound Students; College School Cooperation; Disadvantaged Youth; Friendship; *High Risk Students; High Schools; Higher Education; Parent Role; Parent Student Relationship; Peer Influence; *Resilience (personality); Statistical Analysis
IDENTIFIERS- *National Education Longitudinal Study 1988

This study examined whether or not student, parent, and peer engagement factors that contribute to at-risk students' success in graduating from high school continue to be important in making the transition from high school to postsecondary education. The data set used was the National Education Longitudinal Study of 1988, which included 1994 data obtained two years after students' scheduled high school graduation. At-risk students exhibited two or more of six risk factors, including "family in the lowest socioeconomic quartile" or "held back a grade". Analysis used alternative statistical methodology, specifically regression analysis and the "odds ratios" produced by this procedure. Key findings indicated that: (1) students whose parents frequently discussed school-related matters and/or had high educational expectations were much more likely than other students to enroll in postsecondary education; (2) students who reported that most or all of their high school friends planned to attend college were far more likely to attend themselves; (3) participating in college preparation activities such as gathering information about financial aid increased the odds of enrolling in postsecondary education; and (4) moderate- to high-risk students participating in college outreach programs were more likely to attend college. Appended are a glossary and technical and methodology notes. (Contains 11 references.) (DB)

ED 419 464 HE 031 241

Default Management User Manual. Postsecondary Education Participants System.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

administrators, especially those department chairpersons who are new on the job. Chapter topics include: (1) "Advice to the New Department Chairperson"; (2) "Seven Habits of Successful Chairpersons"; (3) "Duties and Responsibilities of Department Chairpersons"; (4) "Providing Leadership"; (5) "Evaluating Faculty Performance"; (6) "Budgetary Matters"; (7) "Recruiting Students"; (8) "Recruiting and Hiring Faculty Members"; (9) "Dealing with Sexual Harassment"; (10) "Avoiding Legal Problems"; (11) "Dealing with Difficult Faculty"; (12) "Building and Maintaining Morale"; (13) "Understanding the Americans with Disabilities Act"; (14) "Total Quality Management in Higher Education"; (15) "Fundraising for the Department"; (16) "Developing Outcome Assessment Programs"; (17) "Communicating"; (18) "Managing Change"; (19) "Time-Saving Tips for Effective Chairpersons"; (20) "Handling Promotion and Tenure Issues"; (21) "Strategies for Faculty Development"; (22) "Dealing with Curriculum Matters"; (23) "Creating Positive Relations with Your Dean"; (24) "Surviving the Technology Revolution"; (25) "Managing Generation X"; and (26) "Where Do I Go from Here?." Appendices include information on departmental newsletter sources and chair workshops and sample forms for affirmative action program appointments and recruitment, alumni surveys, course evaluations, electronic and print memos, peer evaluations, recommendations to hire faculty, reviews of accomplishments (dean or department chair), student exit interviews, and tenure guidelines and procedures. (Most chapters include references.) (MAB)

ED 419 483 HE 031 277

Rhoades, Gary
Managed Professionals: Unionized Faculty and Restructuring Academic Labor. SUNY Series: Frontiers in Education.
PUB DATE- 98
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Rank (Professional); Administrators; *Collective Bargaining; *College Faculty; *Educational Administration; *Employer Employee Relationship; *Faculty College Relationship; Faculty Promotion; Higher Education; *Labor Relations; Teacher Rights; Unions

This volume is intended as a sourcebook on the negotiated terms of faculty work and as a sociological analysis of the restructuring of faculty as a professional workforce. Two overarching issues are addressed: the balance between faculty self-government and managerial flexibility in contracts, and the internal divisions between faculty that are built into their contracts. Based on a sample of 45 percent of the more than 470 negotiated faculty agreements nationwide (which cover 242,000 faculty), the volume offers examples and analyses of contractual provisions on: salary structures, retrenchment, use and working conditions of part-time faculty, use of educational technology in distance education, outside employment, and intellectual property rights. Chapters include: (1) "Academics as an Organizationally Managed, Stratified Professional Work Force"; (2) "Restructuring Professional Rewards: The Structure, Stratification, and Centrality of Faculty Salaries"; (3) "Retrenchment and Reorganization: Managing Academic Work(ers) for Productivity"; (4) "Reorganizing the Faculty Work Force for Flexibility: Part-Time Professional Labor"; (5) "The Production Politics of Teaching and Technology: Deskilling, Enskilling, and Managerial Extension"; (6) "Managerial Domain and Academic

Overview of Computer Science course uses a set of elaborate Java simulations in a closed lab setting where students work in small groups to explore a problem domain while the instructor circulates among them providing assistance as necessary. The Concurrency Simulator used in the sophomore level Introduction to Parallel Programming course is used for demonstration during classroom instruction and for students to complete programming assignments outside of class. The Operating Systems course uses Java applets to provide student interaction in an Internet-based course. After presenting an overview for each of these projects, the Java programming environment is discussed, including successes and problems encountered during implementation, common factors in the design of materials, measuring the educational effectiveness of the materials, and advice on the development of Java-based educational materials. (Author)

ED 419 503 IR 018 914

Owens, Charlotte; Eaton, Virginia; Magoun, Dale; Smith, Elizabeth
Northeast Louisiana University Teacher Enhancement Program.
PUB DATE- 98
NOTE- 11p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Resources; Educational Technology; Elementary Secondary Education; Higher Education; *Internet; Program Effectiveness; Program Implementation; *Teacher Education
IDENTIFIERS- *Northeast Louisiana University; Technology Integration

It is the goal of the Northeast Louisiana University (NLU) Teacher Enhancement Program to prepare teachers to use the Internet with sufficient skill to effectively integrate resources of the Internet with state-mandated curriculum guides, translate the technology into daily activities in mathematics and science courses, and train their colleagues. To evaluate the effectiveness of this program, 27 participants divided into 3 groups (categorized by the level of their participation in the program) were given a survey that included both objective and open-ended questions. Participants were asked what major changes have been made in the way that they conducted classes before using computer activities; this document is a summary of their responses. Overall, participation in the program was viewed as beneficial to the teachers' schools. (AEF)

ED 419 504 IR 018 915

Pan, Alex
Effective Means To Help Teachers Master Computer Applications.
PUB DATE- 98
NOTE- 11p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

handling of images. The phenomenon of "cognitive revolution" is explained as a direct consequence to the challenges posed by this misconception. The analysis reveals the need for a re-evaluation of the truth value placed on images and the importance of a higher level of visual literacy in order to better identify image manipulation. Considering that the technical possibilities for image alteration have drawn public interest only when individual consumers gained access to electronic imaging technologies, this study stresses the need for an increased awareness of the subjectivity of images so that the popular concept of "seeing is believing" can be redefined. (Author)

ED 419 525 IR 019 147

Murphrey, Theresa Pesl
Comparing and Contrasting the Effectiveness of Computer-based Instruction with Traditional Classroom Instruction in the Delivery of a Cross-Cultural Educational Module for Agriculturalists.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Distance Education Conference (4th, Corpus Christi, TX, January 29-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agriculture; *Computer Assisted Instruction; Conventional Instruction; Cross Cultural Studies; Higher Education; *Instructional Effectiveness; Nontraditional Education; Pretests Posttests; Program Effectiveness; Teaching Methods; Training; Undergraduate Study

The purpose of this paper is to determine the effectiveness of computer-based instruction to deliver cross-cultural education to agriculturalists. A quasi-experimental research method known as a nonequivalent control-group design was employed to compare and contrast the effectiveness of delivering a cross-cultural module via traditional classroom instruction and computer-based instruction to two separate groups of undergraduate students at Texas A&M University. A pretest was administered to both the control and treatment groups to establish a cross-cultural knowledge baseline for each student prior to being exposed to the cross-cultural training module. Results suggest that computer-based instruction may serve as an effective means of delivering cross-cultural education for agriculturalists, and that it may even been more effective than traditional classroom instruction. (AEF)

ED 419 526 IR 019 148

From Here to Transformation: Phase II in the Implementation of Missouri's Telecommunications-based Delivery System for Higher Education. Report Presented to the Missouri Coordinating Board for Higher Education by the CBHE Telecommunications Advisory Group.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Planning; Distance Education; *Educational Technology; *Higher

PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Library Administration; Library Cooperation; Library Planning; Library Role; *Library Services; Mission Statements; *Public Libraries; *School Community Relationship; *School Libraries; *Shared Library Resources; *State Programs
IDENTIFIERS- School Public Library Cooperation; *Wisconsin

The Wisconsin Department of Public Instruction's Division for Libraries and Community Learning frequently receives requests for information on the legality and desirability of combining school and public libraries. The purpose of this publication is to help communities and school districts determine whether a combined school and public library will be the best way to provide the most efficient library service for all community residents. A combined school and public library is one that is located in a single facility and operates cooperatively to perform the curriculum support functions associated with a school library, as well as to provide the broader library service needs of children, young adults, and adults that are commonly the focus of the public library. Topics covered are: planning issues; mission statements; the legal framework for combined school-public libraries in the state of Wisconsin; and a list of key issues to be considered when examining the feasibility of establishing such a library. A feasibility checklist developed to help make a decision concerning library service is also included and covers planning, governance, administration and funding, access to information and materials, the physical facility, technology, and attitudinal factors. Included in the appendices are: descriptions of existing combined school and public libraries in Wisconsin; examples of alternative methods for improving library services; a selected bibliography; statutory references; and sample master agreement. (AEF)

ED 419 546 IR 057 049

Flowers, Helen F.
Public Relations for School Library Media Programs: 500 Ways To Influence People and Win Friends for Your School Library Media Center.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Learning Resources Centers; Library Administration; Library Development; *Library Planning; *Library Services; Media Specialists; Program Development; Program Implementation; *Public Relations; *School Libraries; Strategic Planning

This informative how-to guide explains public relations strategies and the audiences they target, with tips for customizing these tactics for particular libraries. Helpful techniques are recommended for promoting the use of library postsecondary VE programs with students enrolled in institutions granting associate and bachelor's degrees and discusses demographic characteristics, socioeconomic background, and literacy skills. The comparison shows that students enrolled in postsecondary VE programs displayed substantially lower scores on tests of literacy but had parents with lower socioeconomic background. Chapter 3 provides a statistical analysis of the link between secondary and postsecondary VE programs and labor market earnings. It finds that persons who complete a VE track in high school do not have significantly different earnings later in life than those who complete their secondary education without tracking; participants in formal postsecondary VE institutions tended to have earnings significantly higher. Chapter 4 analyzes the potential impact of linking VE programs with academic study programs leading to high school equivalency and finds that those receiving an equivalency certificate had similar literacy skills in comparison with students who received a high school diploma. Chapter 5 reviews the implications of the results for policy reform efforts, many of which define potential economic and educational impact of VE programs on diverse groups participating in the programs. (Contains 48 references.) (YLB)

ED 419 094 CE 076 336

Vaglia, John S.
Recycle/Reuse: Utilizing New Technology.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the International Technology Education Association (60th, Fort Worth, TX, March 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Conservation Education; Conservation (Environment); Information Sources; *Integrated Curriculum; Internet; Learning Activities; *Pollution; *Recycling; Secondary Education; *Technology Education; *Waste Disposal

In the early 1990s, efforts were initiated to help countries move toward a solution of the global pollution problem. Technology education classrooms and laboratories are among the best places for bring the concepts of recycling/reuse and waste management to students' attention. Important concepts about pollution, waste prevention, and recycling can be taught as stand-alone units or dovetailed into units on construction, manufacturing, energy, and transportation. Technology teachers can obtain a wealth of information about recycling, waste management, and environmental education from the U.S. Environmental Protection Agency, the International Technology Education Association; and the Internet. (Contains 32 references and a list of 11 Internet sites providing activities focusing on recycling/reuse and energy savings.) (MN)

ED 419 095 CE 076 338

Main, Keith; Schaefer, Chris
Learning Projects of the Active Aging Eighty-Five and Over Population in the United States.
PUB DATE- 98
NOTE- 22p.; Revised version of a paper presented at the Annual Meeting of the American Association for Adult and Continuing

benefit from the workbook enter the program, tutors will be trained to work with them and the evaluation of using the workbook will be ongoing. (KC)

ED 419 112 CE 076 380

Focus on Adaptation. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; *Demonstration Programs; Family Programs; *Literacy Education; Models; Professional Development; Program Evaluation; Program Improvement; Program Validation; *Research Projects; Research Utilization
IDENTIFIERS- 353 Project

A panel of state staff, Professional Development Center directors, and other experts reviewed current or previous exemplary projects in Pennsylvania and in the U.S. and published project descriptions in a newsletter ("FOCUS" bulletin). Twenty-two special projects were selected as exemplary based on a five-point scale for innovation, effectiveness, adaptability, and quality of final report. Five additional projects with outstanding components were accorded an honorable mention. Areas pertinent to adult education practitioners featured in 1997 FOCUS bulletins were curriculum, technology, staff development, family literacy, and program improvement. In addition, 47 projects previously identified as exemplary in the areas of assessment, curriculum family literacy, learning differences, recruitment and retention, staff development, and technology, including 18 that needed no revisions, were validated. A classification system for validated products and practices was established, a standard bookshelf of significant products was identified, and four significant projects were cited as models for transfer in fiscal year 1997-98. (The five FOCUS bulletins, validation worksheets, readers' survey, and the annotated listing of the 47 validated projects are included.) (KC)

ED 419 113 CE 076 382

Philadelphia Alternative Diploma Project. 1996-1997.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Cooperative Programs; *Curriculum Development; Educational Certificates; *High School Equivalency Programs; High School Graduates; Institutional Cooperation; Literacy Education; Program Development; *Public School Adult Education; *Student Certification; Student Recruitment
IDENTIFIERS- *Philadelphia School District PA; 353 Project

A project was conducted in Philadelphia to help adult students obtain a high school diploma as an alternative to or enhancement of a General Educational Development (GED)

International Conference on Adult Education" (Uta Papen); and "Presentation of the International Yearbook on Adult Education, Volume 25, 'Environmental Education' at the Workshop on Lifelong Learning and Environmental Education in Europe" (Michael Schemmann). Also included are the addresses of the workshop participants. (MN)

ED 419 130 CE 076 406

Stephens, David
Girls and Basic Education: A Cultural Enquiry. Education Research Serial No. 23.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Research; *Dropouts; Elementary Education; *Family Influence; Females; Foreign Countries; Literacy; *Literacy Education; *Numeracy; Parent Influence; Primary Education; *School Culture; Student Attitudes; Teacher Attitudes; *Womens Education
IDENTIFIERS- *Ghana

A study examined the issues and experiences of 89 women teachers, head teachers, and girls in and out of school in two contrasting Ghanaian cultural contexts. Data were collected via life history interviews, analyzed, and presented around three domains: culture of the home; relationship between culture and the economy, and culture of the school. Findings indicated that the home domain was shaped by issues of kinship, descent, and the practice of fostering. Cultural values of elders, attitudes toward knowledge, women's role in society, and expectations of the economic value of schooling influenced girls' educational experiences. The economic domain operated at two levels. At the macro level, Ghana exemplified the impact of structural adjustment policies on marginalized people now facing increased educational and health service costs. At the micro level of the home and extended family, the girl was often the sole breadwinner needing to develop coping strategies to balance school with employment. In the culture of the school, many children did or learned little of value. Issues of attitude to knowledge, teaching methods, and language policy constrained reform efforts. The teacher's life was hard; many perceived their profession as having low status. Positive school experiences for the child included being well taught in literacy and numeracy skills, seeing successful women teachers as role models, and avoiding excessive corporal punishment. Policy implications were determined for home, the economy, and school. (Appendixes include three life history interviews, survey instruments, and 87 references.) (YLB)

ED 419 131 CE 076 409

Highsmith, Joni Bitman
Stickybear Typing: A Typing Instructor for Everyone! School Version with Lesson Plans.
PUB DATE- 97
NOTE- 78p.; Stickybear is a registered trademark. CD-ROM not available from EDRS.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Classroom Techniques;

and the study questionnaire. The bibliography contains 60 references.) (MN)

ED 419 148 CE 076 444

Kirk, James J.
Internet-Based Instruction: An Annotated Bibliography.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Computer Networks; Computer Uses in Education; *Distance Education; Information Dissemination; *Internet; Teaching Methods

This article is an annotated bibliography listing and describing 79 publications pertaining to Internet-based instruction. Articles focus on topics such as the following: new technologies for educators and trainers, distance teaching strategies, intranets, virtual classrooms, online college degrees, and electronic performance systems. Collectively, the articles provide an introduction to the subject of online instruction and learning and offer advice to readers learning about training via the Internet. (Author/KC)

ED 419 149 CE 076 445

Hansen, Janet S., Ed.; Oster, Clinton V., Jr., Ed.
Taking Flight: Education and Training for Aviation Careers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Air Transportation; *Aircraft Pilots; *Aviation Education; *Aviation Mechanics; Aviation Technology; Blacks; Females; *Flight Training; Hispanic Americans; Job Training; Males; Minority Groups; *Nontraditional Occupations; *Occupational Information; Postsecondary Education; Whites

This book reports on a study of education and training for civilian aviation careers. Following an overview of the study in chapter 1, chapter 2 provides the context for the analysis by first sketching the evolution of the aviation industry, then describing the key characteristics of the current industry and its workforce. Among the issues described in this chapter are the following: the shaping role of government regulation on and deregulation on the work force, the factors that affect worker supply, demand, earnings, and qualifications, and the current gender and ethnic composition of the aviation work force. Chapter 3 examines the importance of the military as a source of training professionals for civil aviation, including the impact of military downsizing on the availability of minorities and women with aviation training and on training opportunities for these groups in the military. Options for training the civilian aviation work force are the focus of chapter 4, which explores and compares the strengths and limitations of five training pathways: military training, foreign employees, on-the-job training, collegiate training, and "ab initio" (from the beginning) training. Chapter 5 takes an in-depth look at the issue of diversity in the aviation work force. The chapter analyzes past and present obstacles affecting the employment of women and minorities, examines ways to expand the pool of interested and qualified individuals, and recommends

Services" (Michael E. Manley-Casimir, Mary T. Hall); "First Year Transitions from the Law School to the Courtroom: A Paradigm of Value and Ethical Conflicts Faced by New Professionals and Their Educators" (James Clark, Edward Monahan); "Ancient Sources of Conflicting Values in Professional Education: Plato" (Patricia Murphy); "The Common Good and the Purpose of the Firm: A Critique of the Shareholder and Stockholder Models from the Catholic School Tradition" (Michael Naughton, Helen Alford, Bernard Brady); "Why Philosophize about Conduct? or What Became of Unjust Discourse?" (William G. O'Neill); "Social Markets and Language Games: The Evolution of Vocational Training in England and Wales" (Richard Pring, Geoff Hayward); and "An Analysis of Educational Needs among Sales Professionals in a Multi-National Nutrition Company" (R.A. Richardson). An index is provided. (YLB)

ED 419 167   CE 076 478

Welch, Lynne Brodie, Ed.; Cleckley, Betty Jane, Ed.; McClure, Marilyn, Ed.
Strategies for Promoting Pluralism in Education and the Workplace.
PUB DATE- 97
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Attitude Change; Blacks; Classroom Techniques; Counseling Services; *Cultural Differences; *Cultural Pluralism; *Educational Environment; Educational Practices; *Educational Strategies; Fellowships; Foreign Countries; Higher Education; Integrated Curriculum; *Interpersonal Competence; Journalism; Librarians; Mass Media; Minority Groups; Multicultural Education; Nursing Education; Rural Areas; Service Learning; *Work Environment
IDENTIFIERS- African Americans; Appalachia; West Virginia

The following papers are included: "Multiculturalism: A Matter of Essentiality" (Betty Jane Cleckley assisted by Boyd Evans and Jonathan Porter); "A Deconstructionist Approach to Multicultural Education" (Susan Marnell Weaver); "Intercultural Communication Competence: A Strategy for a Multicultural Campus" (Bertram W. Gross); "Strengthening Diversity Initiatives Using Cross-Cultural Communication Theory" (Roberto A. Duncan); "Barriers and Facilitators to Managing Workplace Diversity" (R. Roosevelt Thomas, Jr.); "Managing Workplace Diversity" (Greer Dawson Wilson); "One University's Attempts to Promote Pluralism (1965-1995)" (Mary McDonough, Edwina Pendarvis, Aimee Howley); "Cultivating Multiculturalism in the Faculty: A Minority Fellowship Program" (Karen P. Baker, Ronald B. Childress); "Unity in Diversity Promotes Pluralism" (Paul Herron); "Methods and Examples of Integrating Multiculturalism in the Classroom" (Maccamas M. Ikpah assisted by Stephanie A. McLean and Xua-xin Xu); "What's Love Got to Do with It: Strategies for Teaching in Multilingual and Multicultural Classrooms" (Dolores Johnson); "Study Abroad in Higher Education Today" (Clair Matz); "Promoting Pluralism through Service Learning" (Lynne Brodie Welch); "The Role of the Academic Librarian in Promoting Pluralism in Education" (Elizabeth Burns); "Multiculturalism, and Journalism and Mass Communication: Sensitizing Future Communicators" (Rebecca J. Johnson); "Integrating Multiculturalism into a Mass Communication Curriculum" (Maria E. Carrington); "Transforming Nursing for Culturally Sensitive Care" (Judith P. Sortet); "Rural Appalachian Culture: Nursing Student Perceptions" (Jane

Division 17 of the American Psychological Association (Bloomington, IN, April 3-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Culture; Blacks; *Counselor Attitudes; *Counselor Training; *Cultural Awareness; Cultural Pluralism; *Empathy; Graduate Students; Higher Education; Whites; Young Adults
IDENTIFIERS- Black Intelligence Test of Cultural Homogeneity; Multicultural Counseling

The acquisition of culture-specific knowledge through reading and/or experience is an important component of cross-cultural counseling education. This study explores the relationship between counselor trainees' culture specific knowledge and their ability to empathize in general. It would seem reasonable to assume that those who belong to a different culture and who are aware of the cultural norms of a different culture would also tend to be more empathic and vice versa. Because of the long-standing tension between Black American and White society, Blacks were chosen for inclusion in this study. Given that the understanding of another's language is typically associated with some understanding and interest in another's culture, a measure that assesses knowledge of Black vocabulary was also selected to address the following research questions: Is there a significant difference in White trainees' scores on the Empathy Test between a group of students who scored high on the Black Intelligence Scale of Cultural Homogeneity and a group of students who scored low on that scale?"; and "Do White counselor trainees who are more familiar with Black culture have a greater ability to empathize in general than those who are less familiar with that culture?" Participants included 15 female and 7 male White graduate students. Findings indicate that counselor trainees who had greater culture specific knowledge of African Americans have no greater ability to empathize with others than those who had less knowledge. Implications for cross-cultural counseling training are presented and discussed. (MKA)

ED 419 185 CG 028 421

Steward, Robbie J.
PAR--A Theoretic Model for Self-Assessment and Practice toward Multicultural Counseling Competence.
PUB DATE- 98
NOTE- 15p.; Paper presented at the American Counseling Association World Conference (Indianapolis, IN, March 28 - April 1, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counseling Techniques; Counselor Client Relationship; Counselor Role; *Counselor Training; *Cultural Pluralism; Microcounseling; Models; *Self Evaluation (Individuals); Therapy
IDENTIFIERS- *Multicultural Counseling

The development and refinement of the Preservation, Accommodation, and Repatterning model (PAR) took place over a 10-year period. This paper presents a discussion of the evolution of PAR. The paper describes the observations and the line of empirical research findings that guided

Career.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *Career Education; *College School Cooperation; *Community Colleges; Community Resources; Education Work Relationship; Educational Opportunities; Educational Policy; Middle Schools; *Partnerships in Education; Secondary Education; Secondary School Students; Two Year Colleges
IDENTIFIERS- Middle School Students; United States (South)

For 4 years, the Alliance for Achievement served as a pioneering effort to raise aspirations and improve the academic preparation of students by connecting public schools and community colleges to each other and the workplace. It proposed the challenging ideas that communities should provide a "seamless path" that carries young people from one level of education to another, and that all students can and should do rigorous work. This overview explains the economic imperative that led to the design of the Alliance. It describes the Alliance model, why it used cross-school teams and why it focused on middle school students. It relates some of the barriers sites faced in achieving Alliance goals, and then highlights outcomes at the six demonstration sites. Local outcomes include strong relationships among middle schools, high schools, and community college; expanded career awareness, career exploration, and educational guidance; and increased parental involvement, more rigorous curriculum, and deeper understanding of the local economy. A "Career Connections" segment involving local business leaders is described. Finally, 12 lessons that have implications for other school-change and school-to-work initiatives are summarized. (EMK)

ED 419 205 CG 028 462

Anderman, Eric M.; Anderman, Lynley Hicks
Present and Possible Selves during Early Adolescence.
SPONS. AGENCY- Department of Education, Washington, DC.; Kentucky Univ., Lexington. Inst. on Education Reform.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Bi-annual Meeting of the Society for Research on Adolescence (March, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Grade Point Average; Grade Prediction; Grade 6; Grade 7; Intermediate Grades; Junior High School Students; Junior High Schools; *Learning Motivation; Mastery Learning; Performance; *Preadolescents; *Self Concept

Two studies examining the role of present and possible (future) academic selves are presented. In the first study, the relations between present and future selves, and changes in grade point average between the sixth and seventh grades, were examined. Results indicated that positive present and future academic self-concepts were related to positive changes in grade point average. In addition, when adolescents' present academic selves were higher than their future academic selves, GPA increased; whereas, when present social selves were higher than future social selves, GPA decreased. In the second study, using a different sample, the relations between present and

Education; Inquiry; Instructional Effectiveness; Instructional Innovation; *Language Arts; *Learning Processes; *Literacy; *Mass Media; Multimedia Instruction; Research Methodology; *Visual Arts
IDENTIFIERS- Learning Environments; Media Literacy; *Research Synthesis; Teaching Research

Focusing on multiple ways in which learners gain access to knowledge and skills, this handbook explores the possibilities of broadening current conceptualizations of literacy to include the full array of the communicative arts (reading, writing, speaking, listening, viewing). The handbook pays particular attention to the visual arts of drama, dance, film, art, video, and computer technology. It contends that the communicative and visual arts encompass everything from novels and theatrical performances to movies and video games and that new methods for transmitting information have been developed that include music, graphics, sound effects, smells, and animations. According to the handbook, these methods, although used by television shows and multimedia products, represent an unexplored resource in the field of education. The handbook contains 64 chapters organized in 7 sections. The sections and their editors are as follows: (1) "Theoretical Bases for Communicative and Visual Arts Teaching" (Paul Messaris); (2) "Methods of Inquiry in Communicative and Visual Arts Teaching" (Donna Alvermann); (3) "Research on Language Learners in Families, Communities, and Classrooms" (Vicki Chou); (4) "Research on Language Teachers: Conditions and Contexts" (Dorothy Strickland); (5) "Expanding Instructional Environments: Teaching, Learning, and Assessing the Communicative and Visual Arts" (Nancy Roser); (6) "Research Perspectives on the Curricular, Extracurricular, and Policy Perspectives" (James Squire); and (7) "Voices from the Field" (Bernice Cullinan and Lee Galda). Information contained in the handbook is intended to be useful in planning literacy programs for students of today and tomorrow. Both a name index and a subject index are provided. (NKA)

ED 419 224 CS 013 189

Improving the Reading Achievement of America's Children: 10 Research-Based Principles.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Environment; Cultural Differences; Elementary Education; Instructional Effectiveness; Preschool Education; Professional Development; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Research; Reading Skills
IDENTIFIERS- Learning Environments

This paper summarizes 10 research-based principles for improving children's reading achievement. The principles are: (1) home language and literacy experiences that lead to development of key print concepts are plentiful; (2) preschool programs are beneficial for children who do not experience informal learning opportunities in their homes; (3) skills that predict later reading success can be promoted through a variety of classroom language and meaningful reading and writing events; (4) primary-level instruction that supports successful reading acquisition is consistent, well-designed, and focused; (5) primary-level

differences in processing demands across the two genres; (7) the role of narrative and expository text in promoting conceptual change; and (8) the role of personal involvement as a component of prior knowledge in the comprehension of narrative and expository text. Contains 79 references. (RS)

ED 419 242 CS 216 336

Wisconsin's Model Academic Standards for English Language Arts. Bulletin No. 8159.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *Language Arts; Language Proficiency; Reading Achievement; Research Skills; Student Writing Models; Writing Achievement
IDENTIFIERS- *Wisconsin

This booklet presents Wisconsin's Model Academic Standards in the area of English language arts at grades 4, 8, and 12. The content and performance standards represent the best thinking of language educators and interested members of the public. They were drawn from two years of work in Wisconsin's standards development projects, from the Modern Red Schoolhouse standards, from the standards of other states, from the work of the New Standards project, and from the national "Standards for the English Language Arts." After a letter from the Lieutenant Governor and the State Superintendent, a list of acknowledgments, and an introduction, the booklet presents the standards for reading/literature, writing, oral language, language, media and technology, and research and inquiry. The booklet then presents a writing task and samples of advanced, proficient, basic, and minimal samples of students' writing. Appendixes present a summary of the English language arts standards, and a list of the individuals and members of groups who contributed to the development of the standards. (RS)

ED 419 243 CS 216 337

Miles, Libby
Institutional Critique: Interrogating Composition Textbook Publishing.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Higher Education; Power Structure; Printed Materials; *Publishing Industry; Textbook Preparation; *Textbook Publication; *Textbooks; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Interconnection

This paper reviews composition textbook publishing. It is not enough simply to examine textbooks themselves, rather a methodology of institutional critique demands an examination of

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Classroom Research; Higher Education; *Instructional Effectiveness; Organizational Communication; Professional Development; Research Needs; *Role Playing; *Student Attitudes
IDENTIFIERS- Self Report Measures; Southern Illinois University Carbondale

A study investigated what organizational communication students learned from case simulations and role playing. Seniors and graduate students enrolled in two different 400-level courses taught in the Department of Speech Communication at Southern Illinois University at Carbondale engaged in different detailed case simulations that required them to work in small groups to analyze the case, develop a method for managing the case situation, and present their conclusions to the specific characters in the case study. The case roles were played by the course instructor and other students in the class. At the conclusion of the case study simulation, students were asked to assess the value of the case simulation as an instructional method on an open-ended survey instrument. A total of 14 students from one course and 21 students from the other course completed and returned the survey instrument. Results indicated that the case method when employed as a case simulation helped students learn and develop professional skills. Findings suggest avenues for more research including: the study should be replicated in more courses with more students; there is a need to compare students' self-report assessments with instructor assessments of what students learn from a case simulation; there is a need to study the value of using case simulations for long-term learning; and there is a need to study the scope and effectiveness of case simulation as an instructional method. (Contains 10 references; appendixes present the two case simulations and data summaries from the two courses.) (RS)

ED 419 262 CS 509 849

Peterson, Valerie
Cultural Studies and Classroom Assignments I.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (66th, Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Class Activities; *Critical Thinking; *Cultural Influences; *Cultural Traits; Games; Higher Education; Thinking Skills; Toys
IDENTIFIERS- *Cultural Studies

This paper presents ways in which critical thinking can be taught in a communication studies class using cultural studies. The understanding of culture provided by E. Hall (who stressed the importance of self-reflexivity) and R. Williams (whose theory of culture involves relations between elements in a whole way of life) is useful to communication studies assignments and teaching critical thinking. An assignment that gets students to think more critically about their own culture(s) involves having them take a critical look at a game, toy, or sport they remember from childhood and see what it says about their culture is presented. Teachers can draw on examples from their own experience. One way to get students communicating in self-

Schools.
PUB DATE- 98
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Comparative Analysis; *Curriculum; Curriculum Research; *Educational Change; *High Schools; Integrated Curriculum; Secondary Education; State Surveys; *Technical Education; *Vocational Education
IDENTIFIERS- *Wisconsin

Curriculum integration and application are important components of educational reform strategies in the 1990s. A sampling of applied and integrated curricula implemented in Wisconsin during the past few years is presented. The study's purpose is to encourage educators to consider new ideas and to foster activities that will help Wisconsin students better relate to their world. It should also enhance communication with those who have developed integrated and applied curricula. "Integrated curricula" refers to efforts to connect academic and vocational/technical competencies. Descriptions of these curricula are divided into the 16 Tech Prep/School-to-Work consortia and are grouped according to high schools within technical college boundaries. The text is further divided by the following three curricular areas: (1) Integrated Curricula; (2) Applied Curricula; and (3) Youth Apprenticeship Curricula. Within each consortium are further divisions grouped by disciplines, such as agriculture, art, and business. A discipline, cross-reference list of integrated curricula is also provided so that teachers can easily find curricula that are integrated with a teacher's specific discipline. The last section lists contact persons at each high school, as well as schools with block scheduling. (RJM)

ED 419 283 EA 029 036

School Finance Reform: A Discussion Paper.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Problems; Financial Support; *Policy Formation; *School District Spending; State Government; State Surveys
IDENTIFIERS- *New York

School-finance reform is an issue that has been on New York State's agenda almost continuously since the 1960s. Information that is intended to make basic school-aid issues understandable to the average citizen is provided in this report. The report focuses on the existing finance system, the equity issues, and the options for reform. The paper is presented in three sections. Section 1 provides a general background on school fiance, describing how schools are funded, how state aid is distributed, and what the essential equity issue is. The narrative is issue-oriented, intentionally avoiding descriptions of the calculations behind aid distribution. Section 2 describes long-term trends and recent developments in

New American High Schools: Profiles of the Nation's Leading Edge Schools.
PUB DATE- 98
NOTE- 25p.; For case histories of the same ten schools as national winners of the "Seventh Annual Business Week Awards for Instructional Innovation", see EA 029 124.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Career Education; Education Work Relationship; Educational Innovation; *Excellence in Education; *High Schools; *Partnerships in Education
IDENTIFIERS- Department of Education; *New American Schools; Technology Integration

This booklet profiles "leading edge" schools committed to ensuring that all students meet challenging academic standards and are prepared for college and careers. In 1996, these 10 New American High Schools were chosen by the U.S. Department of Education for their innovation and commitment to academic excellence. As these award-winning, geographically diverse school communities illustrate, there is more than one way to build an exemplary high school. Some schools are comprehensive high schools, some are restructured vocational-technical schools, some are magnet schools, and others are small pilot schools. Some have eliminated distinctions between college and career preparation, some have created broad career academies or clusters, and others have implemented career pathways. Comprehensive high schools include David Douglas High School, in Portland, Oregon; Encino High School, in Sacramento, California; and Thompson School District's three high schools in Loveland, Colorado. Magnet schools include Chicago High School for the Agricultural Sciences; New York City's High School of Economics and Finance; St. Louis, Missouri's Gateway Institute of Technology; Georgetown, Delaware's Sussex Technical High School; and Miami's William H. Turner Technical High School. Boston's Fenway Middle College High School is a pilot school, and Walhalla (South Carolina) High School is a college and "tech prep" facility. (MLH)

ED 419 303 EA 029 112

Pederson, Julie; de Kanter, Adriana; Bobo, Lynson Moore; Weinig, Katrina; Noeth, Kristyn
Safe and Smart: Making the After-School Hours Work for Kids.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *After School Programs; Agency Cooperation; Cooperative Programs; Delinquency; Elementary Secondary Education; *Influences; *Latchkey Children; Learning Activities; Partnerships in Education; Prevention; *Social Development
IDENTIFIERS- Goal Setting

After-school programs provide wide-ranging benefits to children, their families, and the whole community. This report focuses on the benefits children receive: increased safety, reduced risk-taking, and improved learning. Quality afterschool programs education has been placed on the "fiscal crisis", both Connecticut and New Jersey implemented their first major cuts to state-level funding against increases in general education expenditures that were six percent above inflation. In each case, these cuts resulted in significantly fewer pupils being served over time. School districts that suffered most from these cuts were lower economic-level districts or those districts more dependent on state support to keep their programs intact. The need for the development of state or federal level policies ensuring rights for gifted students is urged. Attached charts include information on per pupil expenditures to gifted pupils, the number of children identified, and the number of children receiving gifted education services. (Contains 35 references.) (CR)

ED 419 322 EC 306 407

Individuals with Disabilities Education Act Amendments of 1997. Report of the Committee on Education and the Workforce House of Representatives on H.R. 5 Together with Additional and Dissenting Views Including cost estimate of the Congressional Budget Office . House of Representatives, 105th Congress, 1st Session.
PUB DATE- 97
NOTE- 391p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Early Childhood Education; Educational Finance; *Educational Legislation; Educational Objectives; Educational Opportunities; Educational Strategies; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; Parent Role; Policy Formation; Preschool Education; Public Policy
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This report explains proposed 1997 amendments to the Individuals with Disabilities Act (IDEA). After the proposed new law is presented, a summary of House action is provided along with a section-by-section analysis of the legislation. A statement from the Committee discusses its intention to review, strengthen, and improve IDEA to better educate children with disabilities and enable them to achieve a quality education by: (1) strengthening the role of parents; (2) ensuring access to the general education curriculum and reforms; (3) focusing on teaching and learning while reducing unnecessary paperwork requirements; (4) assisting educational agencies in addressing the cost of improving special education and related services to children with disabilities; (5) giving increased attention to racial, ethnic, and linguistic diversity to prevent inappropriate identification and mislabeling; (6) ensuring schools are safe and conducive to learning; and (7) encouraging parent and educators to work out their differences by using nonadversarial means. The report also includes a reprint of the original law in order to highlight proposed changes. Additional views from U.S. Representative Major Owens and dissenting views from U.S. Representative Ron Paul are also presented. (CR)

ED 419 323 EC 306 408

Thurlow, Martha L.; Langenfeld, Karen; Nelson, J. Ruth; Shin, Hyeonsook; Coleman, Jo
State Accountability Reports: What Are States Saying about Students with Disabilities?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

funding are also addressed. The paper closes with answers to 26 frequently asked questions regarding assistive technology. (CR)

ED 419 340 EC 306 428

Blythe, Teresa, Comp.
Survey of Students with Disabilities in Out of State Placements: A Sample of States.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; *Disabilities; Elementary Secondary Education; *Residential Institutions; *School Districts; *State School District Relationship; State Surveys; *Student Placement
IDENTIFIERS- Interstate Compacts; Kansas; Maryland; Mississippi; *Out of State Placement of Children; Washington; West Virginia

This report includes information derived from a survey of 24 states on out of state placement of students with disabilities. Survey questions address: (1) whether local education agencies (LEAs) are notified by agencies outside of education when an out of state placement for purposes other than education is immanent; (2) whether LEAs are given information about where the child is going to be placed; (3) which local agency is responsible for monitoring the appropriateness of the special education programs for these children; (4) whether the state uses the services of the Inter-state Compact to monitor the adequacy of special education services; and (5) whether the state is satisfied with the current monitoring system. Results from the survey indicate LEAs in six states are not notified when an out of state placement by agencies outside of education for purposes other than education is immanent, and that six states are not satisfied with the current monitoring system. State recommendations include requiring LEA verification in advance of placements, on-site reviews on a cyclical basis, and more ownership by the LEAs regarding the education of these students. Question responses are summarized in the first seven pages, followed by appendices containing photocopied material on policies and procedures in Kansas, Maryland, Washington, West Virginia, and Mississippi, respectively. Because the material in the appendices has been copied selectively from many different sources, the pagination appears on the surface to be erratic. (CR)

ED 419 341 EC 306 429

Grayson, J. Paul; Hall, Michael H.
Public Attitudes Toward Education for the 'Gifted' in Ontario.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Educational Attainment; Elementary Secondary Education; Foreign Countries; *Gifted; *Majority Attitudes; *Public Support; *Socioeconomic Influences; *Special Programs; Surveys
IDENTIFIERS- *Ontario

This report discusses the findings of a survey that asked 1,048 Ontario residents whether special enrichment classes should be

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allergy; Asthma; Autism; *Classroom Techniques; Diabetes; *Disabilities; *Disability Identification; Downs Syndrome; Elementary Secondary Education; Emotional Disturbances; Epilepsy; *Etiology; Fetal Alcohol Syndrome; Foreign Countries; French; Hearing Impairments; Learning Disabilities; Spina Bifida; *Symptoms (Individual Disorders); Visual Impairments
IDENTIFIERS- Canada; Muscular Dystrophy; Tourette Syndrome

This document consists of a collection of fourteen information brochures, each issued in both an English and a French version. Each brochure describes the symptoms of a particular disability and provides recommended classroom interventions and additional resources. This collection covers the following disabilities (arranged alphabetically and showing both English and French titles): (1) Allergies (les Allergies); (2) Asthma (l'Asthme); (3) Autism (l'Autisme); (4) Cerebral Palsy (la Paralysie cerebrale); 5) Deafness and Hearing Loss (la Perte auditive); (6) Diabetes (le Diabete); (7) Down's Syndrome (le Syndrome de Down); (8) Emotional Disturbance (les Troubles affectifs); (9) Epilepsy (l'Epilepsie); (10) Fetal Alcohol Syndrome (le Syndrome d'Alcoolisme foetal); (11) Learning Disabilities (les Difficultes d'apprentissage); (12) Muscular Dystrophy (la Dystrophie musculaire); (13) Spina Bifida (le Spina-bifida); (14) Tourette Syndrome (le Syndrome de la Tourette); (15) Visual Impairments (la Deficience visuelle). (CR)

ED 419 360 EC 306 449

Taylor, Ronald L.
Assessment of Exceptional Students: Educational and Psychological Procedures. Fourth Edition.
PUB DATE- 97
NOTE- 581p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Adaptive Behavior (of Disabled); Aptitude Tests; Case Studies; Criterion Referenced Tests; *Curriculum Based Assessment; *Disabilities; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Individualized Education Programs; Intelligence Tests; Mathematics Achievement; Measurement Techniques; Oral Language; *Performance Based Assessment; *Portfolio Assessment; Preschool Education; Reading Ability; Student Evaluation; Testing Problems; Vocational Evaluation; Writing Ability
IDENTIFIERS- Alternative Assessment

This book provides comprehensive information on the assessment of children with disabilities. It describes formal and informal procedures for assessing student abilities and achievement, and assessment considerations for special populations. The text is divided into six major parts. Part 1, "Introduction to Assessment: Issues and Concerns," includes information on historical, philosophical and legal considerations, proposes an assessment model, and discusses factors affecting test results. Part 2, "Informal Procedures: Basic Tools for Teachers," "Treasure Island," "Don Quixote," "Origin of the Night," "The Island of Blue Mountains," "The Land of the Fathers," "The Incredible Journey of Desi," and "The Misadventures of Juana Calamidad." Both issues include numerous activities. (CK)

ED 419 380 FL 024 893

Da Que Hablar (Something To Talk About).
PUB DATE- 97
NOTE- 61p.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Class Activities; *Culture Contact; Current Events; Foreign Countries; Foreign Language Periodicals; Instructional Materials; Second Language Instruction; Second Language Learning; Secondary Education; *Spanish; *Spanish Culture
IDENTIFIERS- *Spain

This document consists of three issues of a newsletter published during 1996 and 1997. Issues contain current events articles in Spanish and classroom language learning activities based on those articles. The articles are brief; topics include: the Beatles; the route of Don Quixote; pets; the climate, architecture, history and food of Castile and La Mancha, and the author, Jose Luis Sampedro; the politics and makeup of the European Union; an exposition of Francisco de Goya's art; Hollywood notables; Cordoba's climate, history, festivities, food, and architecture; Spanish-Arabic architecture; the behavior of young people in Spain and Great Britain; football in the United States; the activities of firemen in Spain designed to keep the country's water clean; the cloning of Dolly, a sheep; the future of radio; the history of comic strips; an electronic dictionary for the blind; 130 poems written by an adolescent; food recipes; the climate, locale, history, art, feasts and patron saint of Avila; spring festivals; and the author, Manuel Vazquez Montalban. (CK)

ED 419 381 FL 024 894

Materiales. Numbers 21-23.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Context Effect; *Cultural Awareness; Culture Contact; *Females; Foreign Countries; *Humor; Role Playing; Second Language Instruction; Second Language Learning; Secondary Education; *Spanish; *Theater Arts
IDENTIFIERS- *Spain

These three journals of contemporary cultural, historical, and social interest contain activities designed to enhance the awareness of students of Spanish as a foreign language regarding the entire panorama of daily life in Spain. Number 21 focuses on the role of modern Spanish women; their career status; female authors; and the changing place of women in Spanish society. Number 22 discusses humor in Spanish literature; the cultural context of humor; comic errors in speech and writing; and humor in daily life. Number 23 focuses on the Spanish cinema as a powerful communication tool; cinema

Murphy, Richard A.
From Practice to Performance: A Manual of Teacher Training Workshop Activities. Volume 1.
PUB DATE- 95
NOTE- 158p.; For volume 2, see FL 025 246.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Dialogs (Language); *English (Second Language); *Inservice Teacher Education; *Language Teachers; Listening Comprehension; *Oral Language; Pronunciation Instruction; Role Playing; Second Language Instruction; Skill Development; Speech Skills; *Workshops

The manual is designed to be used in workshops to train English-as-a-Second-Language (ESL) teachers and contains a series of exercises for teaching oral skills from dialogues to pronunciation, with some practice in listening comprehension included. An introductory section contains notes to workshop participants and facilitators. The exercises are then presented in four sections: dialogues; role play; oral exercises; and pronunciation. Each section contains a brief introduction in the use of the exercises, and for each exercise, both classroom and workshop procedures. (Contains 16 references.) (MSE)

ED 419 403 FL 025 246

Murphy, Richard A.
From Practice to Performance: A Manual of Teacher Training Workshop Activities. Volume 2.
PUB DATE- 97
NOTE- 116p.; For volume 1, see FL 025 245.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Inservice Teacher Education; Language Skills; *Language Teachers; *Language Tests; *Reading Comprehension; Second Language Instruction; Skill Development; Testing; Workshops; *Writing Instruction; Written Language

The manual is designed to be used in workshops to train English-as-a-Second-Language (ESL) teachers and contains a series of exercises for teaching reading comprehension, writing, and testing. An introductory section contains notes to workshop participants and facilitators. The exercises are then presented in three sections: reading comprehension; writing; and testing. Each section contains a brief introduction in the use of the exercises, and for each exercise, both classroom and workshop procedures. An article on the relationship between language and culture (Betty Wallace Robinett) is appended. (Contains 39 references.) (MSE)

ED 419 404 FL 025 247

Huang, Su-yueh
Are Freshman English Programs for Non-English Majors at Universities in Taiwan Meeting the Expectation of Students and Teachers?
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

were the professional development courses, ELAN teachers (in schools with high proportions of aboriginal students), and Focus Teachers; the program has affected at least a moderate amount of change; teachers felt they were given a wider range of teaching strategies and increased confidence; Focus Teachers had a more positive view of the program's value and the extent of its implementation than teachers in general; most parents saw moderate or major positive changes as a result of the program; and common changes to student attitude include greater enthusiasm about language and reading programs, less dependence on teachers, less frustration, and more confident in taking risks. (MSE)

ED 419 425 FL 025 272

Deschamp, Philip
Case Studies of the Implementation of the First Steps Project in Twelve Schools.
PUB DATE- 95
NOTE- 63p.; For other items in the "First Steps Project," see FL 025 269-271.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Foreign Countries; *High Risk Students; *Literacy Education; Numeracy; Parent Attitudes; *Parent Participation; Principals; Program Effectiveness; *Program Implementation; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Australia (Western Australia); *First Steps Program (Australia)

This study documented implementation of the First Steps program, which provides additional support for development of literacy and numeracy among "at-risk" students in Western Australia schools, in twelve schools in different parts of the state, varying in population composition, and with different forms of support in adoption of First Steps methods. Data were gathered in surveys of principals, teachers, and parents and examination of school documents. The case studies are summarized. Findings include: all schools were making good progress in implementing the program; most had completed all or most of the professional development component; for most teachers, increases in workload and time demands had been heavy; those implementing one module at a time and following prescribed recording procedures had less difficulty; support from trained staff was perceived as vital to program success; more emphasis had been placed on the learning process; a sense of common purpose had evolved among staff; parents interviewed were highly supportive, but many were also poorly informed about the program; and parent participation was best in the lower grades. Program strengths and needs were also identified. (MSE)

ED 419 426 FL 025 468

Talent and Diversity: The Emerging World of Limited English Proficient Students in Gifted Education.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; *Bilingual Education; Change Agents; Educational Change; Educational Objectives; *English (Second Language); *Gifted; *Identification; Intelligence;

ED 419 445 HE 031 216

Historic Preservation: Cost To Restore Historic Properties at Historically Black Colleges and Universities. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Colleges; Buildings; *Costs; Educational Facilities; Facility Improvement; Facility Inventory; Higher Education; National Surveys; *Needs Assessment
IDENTIFIERS- *Historical Preservation

This report to Congress presents results of a survey of the 103 historically black colleges and universities (HBCUs) concerning the number of historic properties located at HBCUs and the estimated cost to restore and preserve these properties. About half of the schools responded to the survey. Results indicated that: (1) respondents identified 712 historic properties owned by the schools, of which half were already on the National Register of Historic Places; (2) 66 percent of the historic properties were located at 28 schools; (3) buildings were the most common type of historic property identified; and (4) an estimated $755 million is needed to restore and preserve all 712 properties. These cost estimates include only capital improvement costs and not routine maintenance. Responding schools used various methods to calculate the estimated restoration and preservation costs. Appendices provide data on the number of historic properties, the estimated restoration costs at each HBCU, locations of the 103 HBCUs as of June 1, 1997, the survey, and comments from the Department of the Interior. (DB)

ED 419 446 HE 031 218

Effective Collaboration for the Twenty-First Century: The Commission and Its Stakeholders.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; Diversity (Institutional); Higher Education; *Institutional Mission; Instructional Improvement; Long Range Planning; Organizational Objectives; Organizations (Groups); Regional Programs; *Self Evaluation (Groups); Strategic Planning; Surveys; Tables (Data)
IDENTIFIERS- *Commission on Institutions of Higher Education; North Central Association of Colleges and Schools

This report presents the recommendations of the Commission on Institutions of Higher Education (CIHE), part of the North Central Association (NCA) of Colleges and Schools, following a comprehensive self-study focusing on the Commission's mission and purposes, its current effectiveness, and its future direction. The self-study involved a review of mission and vision statements, a survey of 900 institutions of higher education, a survey of affiliated institutions (n=251), telephone interviews with 34 individuals representative of stakeholders in higher education, interviews with the commissioners of the CIHE, staff interviews, reviews of documents, and discussions at annual meetings. Results of the

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Oriented Programs; Computer Software; Data Analysis; Data Collection; Federal Aid; Higher Education; *Information Management; *Loan Default; Loan Repayment; Recordkeeping; *Records Management; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Postsecondary Education Participants System

This user's guide explains how to use the Postsecondary Education Participants System (PEPS) Default Management (DM) computerized system to track the default rates of institutions of higher education that participate in the federal student financial aid programs under the Higher Education Act of 1965 as amended. After an introduction, the document explains: (1) features common to all screens; (2) basic view screens; (3) maintenance of default rate data; (4) maintenance of default letter data; (5) maintenance of default rate appeal letters and response data; (6) maintenance of default management action data; (7) generation of default management reports; and (8) maintenance of user reference tables. Many illustrations of sample screens show step-by-step use of the PEPS-DM system. (DB)

ED 419 465 HE 031 242

Student Loans: Limited Information Is Available To Determine How Students' College Debt Affects Their School and Lifestyle Decisions.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bachelors Degrees; College Choice; College Students; *Decision Making; Higher Education; *Loan Repayment; *Student Financial Aid; Student Loan Programs; *Time to Degree

This report responds to a congressional request to assess the availability of information on the extent to which the increasing burden of student debt affects: (1) students' choices about whether and where to enroll in college and whether or how much to borrow; (2) the length of time it takes to earn the baccalaureate degree and student choices regarding graduate school and employment; and (3) graduates' burden of repayment as reflected by the ability to save for retirement or invest in a home. A search of research studies and education databases, as well as interviews with representatives of the Department of Education and educational researchers, was conducted. Although the search identified 19 studies providing a general sense of some effects of the student debt burden, much of the information was dated or pertained to a limited population. Overall, the study was not able to identify current, comprehensive data or other information on the extent to which debt influences students' decisions concerning these areas. A table lists the limitations of the studies found and an enclosure summarizes each of the studies. (DB)

ED 419 466 HE 031 243

Cutts, Robert L.
An Empire of Schools. Japan's Universities and the Molding of a National Power Elite.
PUB DATE- 97
NOTE- 267p.
LANGUAGE- English

Employees: Outside Employment, Intellectual Property, and Faculty's Own Time"; and (7) "Unionized Faculty: Managing the Restructuring of Professionals and Production Work in Colleges and Universities." (Contains approximately 275 chapter endnotes and 200 bibliographic entries.) (MAB)

ED 419 484 IR 018 894

Fisher, Charles, Ed.; Dwyer, David C., Ed.; Yocam, Keith, Ed.
Education & Technology: Reflections on Computing in Classrooms.
PUB DATE- 96
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; *Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; *Educational Development; Educational Practices; Educational Research; *Educational Technology; Elementary Secondary Education; Research and Development
IDENTIFIERS- Technology Integration; Technology Role

This volume examines learning in the age of technology, describes changing practices in technology-rich classrooms, and proposes new ways to support teachers as they incorporate technology into their work. It commemorates the eleventh anniversary of the Apple Classrooms of Tomorrow (ACOT) Project, when Apple Computer, Inc., in partnership with a handful of far-flung school districts, carried out long-term research and development on productive uses of technology in schools. The book begins with an overview of the ACOT project followed by three thematic sections. The first section: "Learning in the Age of Technology" presents five contrasting views of the recent past and possible futures. The second section: "Tools, Tasks, Teaching, and Student Learning" contains seven chapters exploring the evolving story of tools, practice, and student learning. The third section "Engaging Teachers on the Road Ahead" includes four accounts of programs designed to prepare teachers to work in the new environment. Includes an index. (AEF)

ED 419 485 IR 018 895

CNN Newsroom Classroom Guides. May 1-29, 1998.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Current Events; *Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; Foreign Countries; Headlines; News Media; News Reporting; *Online Systems; *Programming (Broadcast); Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These guides are designed to accompany the program broadcasts for May 1-29, 1998. Top stories include: effects of a labor strike on Denmark's economy (May 1); the new currency of the European Union, the "euro" (May 4); attempts at Middle East peace agreements in London (May 5); a new proposal

DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Error Patterns; Higher Education; Instructional Innovation; Instructional Materials; Microcomputers; Skill Development; Student Reaction; Teaching Methods; Undergraduate Study

The computer has become an indispensable tool for teachers. Presently, many teachers are making efforts to master needed computer application skills. This study first focused on the differences between novice and experienced users to identify possible task-oriented factors that might help novice users overcome the learning curve. Errors frequently committed by novice and experienced users were compared. Also examined were the implementation results of several instructional devices throughout a microcomputer application course to determine the effects based on students' performance. In addition, students were surveyed for their opinions about which means they believed to be beneficial to their learning. Results suggest that practicing on integrative procedural tasks might help computer learners to perform better. The results also suggest that it is important to relate the computer tasks to the practical classroom setting and to lead undergraduate preservice students to become more aware of practicing teachers' tasks. (Author/AEF)

ED 419 505 IR 018 916

Smith-Stoner, Marilyn; Grower, Kathy; Jendresen, Vennie Bobis; LaMonte, Hilary; Weber, Todd
Students as Mentors of Technology.
PUB DATE- 98
NOTE- 8p.; In: NECC '98: Proceedings of the National Educating Computing Conference (19th, San Diego, CA, June 22-24, 1998); see IR 018 902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; Educational Equipment; Higher Education; Inquiry; Mentors; *Online Systems; *Teleconferencing

In this paper, five doctoral students at California Institute of Integral Studies (CIIS), calling themselves the New Technology Group (NTG), describe their research on online communication as a method of inquiry. The focus of the inquiry is to contribute to the formal knowledge base of adult online learning, the impact and possible benefits of more advanced computer-based technologies through student-mentored technology enhancements. The NTG is studying how various modes of online communications (synchronous and asynchronous, videoconferencing, and chat groups) impact experience, styles of communication, and need for skills as students in the online medium. Highlights of this paper include: collaboration; student mentors; action-reflection cycles; obtaining instructor feedback; systems application; quotes from NTG members describing their experiences; technical angst; application to online learning; and videoconferencing equipment. (AEF)

ED 419 506 IR 019 126

Forsyth, Ian
Teaching and Learning Materials and the Internet. Second Edition.

Education; *Information Networks; Partnerships in Education; *State Programs; *Telecommunications; Universities
IDENTIFIERS- *Missouri

This report represents phase two in the development of Missouri's telecommunications-based delivery system for postsecondary education. The 1996 report challenged the state's public and independent colleges and universities to use inter-institutional partnering and emerging telecommunications technologies to improve citizens' access to education. Building on that report and through the mission review process, Missouri's postsecondary education system has initiated regional educational councils and consortia, developed needed distance education programs, and expanded the capacity of its telecommunications network. Now the Telecommunications Advisory Group affirms the direction set in the 1996 report and challenges expanding needs of its customers and forging effective and proactive educational partnerships. Key recommendations of the group include: (1) moving beyond barriers of place and time; (2) a focus on partnerships and collaboration; (3) providing needed quality programs; (4) seamless student support services; (5) library resources for distance learning; (6) faculty roles and support in distance learning; and (7) cooperative technology strategies. A list of subcommittee members, an outline of Best Practices in Distance Education, draft revised Association for College and Research Libraries Guidelines for Distance Education, and Missouri's interactive video education networks are all appended. (AEF)

ED 419 527 IR 019 149

Fitzgerald, Gail E.; Semrau, Louis P.
Hypermedia and Direct Instruction: Do the Paradigms Fit? A Demonstration of a Learner-Centered Hypermedia Program in Classroom Observation Skills.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 10p.; Presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; Elementary Secondary Education; *Hypermedia; Inservice Teacher Education; Instructional Design; *Learner Controlled Instruction; Models; Multimedia Materials; *Observation; Skill Development; *Training; Videodisks

The program demonstrated in this paper, "The Classroom Behavior Record: School Version," is an alternative approach for training personnel in observational skills, designed for educators and health care professionals. The purpose of the program is to provide efficient and effective training in a flexible, learner-centered, hypermedia format. The program being demonstrated utilizes a "repurposed" interactive videodisc with new software designed to enhance user recordkeeping and authentic practice while maintaining pedagogical effectiveness on the stages of the learning model. This paper describes the "Classroom Behavior Record" (CBR) observation procedure and the instructional design of the CBR training program, including the direct instruction model that it is based on, hypermedia design elements, knowledge/skills acquisition and fluency, and the generalization and maintenance media services by students, faculty, building administrators, and school support staff. Readers will also learn how to target administrators, the board of education, parents, community, and legislators to maintain and increase support for staff, materials, equipment and space. Step by step, this guide shows how to develop and execute a successful public relations plan, including setting objectives, determining the message, selecting a target audience, planning a strategy, setting a time frame, delegating tasks to staff and volunteers, assessing progress, and making adjustments in response to feedback. Over 500 creative ideas are suggested for special event planning, coalition building, designing flyers and handouts, using posters and displays, writing correspondence, preparing reports, and public speaking. Complete with a bibliography, sample flyers and handouts, and other resources, this book is designed to ensure that school library media specialists promote use of the library effectively and garner the support they deserve for their programs. (AEF)

ED 419 547 IR 057 051

Rubin, Richard E.
Foundations of Library and Information Science.
PUB DATE- 98
NOTE- 495p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; Information Policy; Information Services; Information Sources; Librarians; Library Development; *Library Role; *Library Science; *Library Services; Library Technical Processes; Mission Statements; Trend Analysis
IDENTIFIERS- Library History

This book provides information science students and librarians the background and techniques they need to meet the challenges of the library profession today. The book begins with a discussion of the practice of librarianship and the place of libraries within the broader perspective of the information superstructure. Topics covered include the development of information science, the growth of information technologies, information policy in libraries, intellectual organization of libraries (from classification to databases), the mission of libraries from past to present, and ethical aspects and principles between information providers and clients. This contemporary work offers a systematic review of central issues and trends, including increasing the interaction with political, economic, technological, and social forces. A detailed look at the various types of libraries (public, academic, school, and special), their internal functions, and the major challenges they face is also provided. Chapters include: (1) "The Information Infrastructure: Libraries in Context"; (2) "Information Science: A Service Perspective"; (3) "Redefining the Library: The Impacts and Implications of Technological Change"; (4) "Information Policy: Stakeholders and Agendas"; (5) "Information Policy as Library Policy: Intellectual Freedom"; (6) "Information Organization: Issues and Techniques"; (7) "From Past to Present: The Library's Mission and its Values"; (8) "Ethics and Standards: Professional Practices in Library and Information Science"; (9) "The Library as Institution: An Organizational View"; and (10) "Librarianship: An Evolving Profession." Extensive lists of selected readings and appendixes include: "Association of Research Libraries Statement on Intellectual Property"; "White House Conference on Library and Information Services Priority

Education (Charlotte, NC, November 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Aging (Individuals); *Educational Trends; Individual Differences; *Learning Activities; *Lifelong Learning; Literature Reviews; *Old Old Adults; Trend Analysis
IDENTIFIERS- *United States

Despite the fact that people in the United States are living longer, research on the learning projects of the population of individuals 85 years old or older remains sparse and sporadic. The literature that does exist debunks a number of common myths about aging and learning by establishing the following: adults aged 65 and over are a highly diverse population; three of four people over the age of 85 live "on their own" or in the community; nursing home stays average only 6 months; and many people over 85 remain healthy and able to think abstractly and engage in learning projects. Numerous researchers have documented that elderly learners are capable of engaging in lifelong learning through self-initiated learning projects. Research has also confirmed that engaging in learning projects in later life is linked to the families, lifestyles, values, society, and the larger community. The fact that many of the "oldest old" adults still remain active learners in various ways, through reading, learning projects, and travel, is confirmed by the experiences of a sample 24 adults over 85 who were interviewed about their learning and reading projects during the past year. (Contains 29 references.) (MN)

ED 419 096 CE 076 339

Carman, Priscilla S.; Van Horn, Barbara; Grumm, Margaret
Rosalie's Neighborhood. A Health Literacy Series for Parents with Young Children.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 97
NOTE- 230p.; Developed by the National Health & Education Consortium.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Check Lists; Childrens Literature; Classroom Techniques; Communication Skills; Coping; Early Childhood Education; *Family Literacy; Fused Curriculum; *Health Promotion; *High Interest Low Vocabulary Books; *Literacy Education; Nonprofit Organizations; *Parent Education; Preventive Medicine; Resource Materials; Short Stories; Skill Development; Teaching Methods
IDENTIFIERS- Guided Reading Procedure

This package consists of a facilitator's guide and three booklets that were developed to provide basic preventive health information for adults caring for young children and presents a story line with characters who become more self-confident in coping with children's health issues as they build their knowledge about preventive health. The stories, which are written at about a fourth-grade reading level, were reviewed by health and literacy educators and adult learners and pilot tested with adult participants in Even Start family literacy certificate. During fiscal year 1996-97 the Metropolitan Career Center (MCC), in collaboration with the School District of Philadelphia, designed an Alternative Diploma Program with three components: life skills, computer literacy, and academic competencies. The program was modeled after the Cumberland Valley School District's program with its academic core and categories of life skills. The Philadelphia model, however, contained at least 20 hours of hands-on computer instruction and was developed through a collaboration between a nonprofit provider of adult literacy services and a school district. MCC ran advertisement and developed intake processes that target and identified approximately 60 students. The product developed was a solid curriculum that can serve as a foundation for implementation. In addition, the impact on staff was positive, with staff receiving positive feedback from their collaborators and from the students who became involved in the intake process. (KC)

ED 419 114 CE 076 384

Leto, Lyn
Rural Co-Options for Lifelong Learning. A 353 Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Basic Skills; *Consortia; Cooperative Planning; Curriculum Development; Educational Cooperation; *High School Equivalency Programs; Lifelong Learning; Literacy Education; Partnerships in Education; Portfolios (Background Materials); Program Development; Public School Adult Education; *Regional Planning; Rural Areas; *Rural Education; School Districts
IDENTIFIERS- Pennsylvania (Northumberland County); Pennsylvania (Schuylkill County); 353 Project

In 1996, individuals associated with the Lifelong Learning Center in Schuylkill County, Pennsylvania, proposed the formation of a three-district literacy consortium in a tricounty rural area that would cooperatively offer adults residing in the districts the option of earning a standard high school diploma in lieu of a General Educational Development (GED) certificate. Although school districts in three counties adjacent to Schuylkill County were invited to join the consortium, only one large Northumberland County school district was prepared to commit to the project. A consortium committee consisting of seven representatives of Schuylkill County school districts and one Northumberland County school district was formed. Developing a workable plan for programming involving multiple entities proved more challenging and time consuming than originally planned. However, the consortium did adopt the general design for a program requiring all program participants to complete 90 hours of instruction in academic core subjects and demonstrate their ability to apply academic skills to real-life situations by completing a graduation portfolio. The consortium is currently in the process of finalizing the following products: graduation portfolio guidebook; 90-hour curriculum; written student recruitment strategy; and staff development plan. Implementation of the program is scheduled for the 1997-1998 funding year. (MN)

*Computer Software; *Course Content; Elementary Secondary Education; *Keyboarding (Data Entry); Lesson Plans; *Teaching Methods; *Typewriting

This packet contains 10 lesson plans for typing classes appropriate for use with young students as well as in adult education. The lessons are organized in three sections: (1) "Stickybear Keypress," appropriate for young players, beginners, and anyone seeking to review the keyboard, home key position, and each of the keys in turn; the lessons are structured toward enabling mastery of the entire keyboard in 30 levels; (2) "Stickybear Thump" builds typing speed in a fast-action game; letter groups become progressively harder (through the 30 levels) until the entire keyboard is mastered; and (3) "Stickybear Stories," which allows typing practice with real text in a choice of categories, using the entire keyboard; hundreds of facts, jokes, stories, riddles, and complex paragraphs are available for timed and accuracy exercises. Each lesson plan includes information on target grade, age, subject, class size, curriculum links, activities, focus, method (for three levels), goals and objectives, materials, emphasis, variation, assessment, and discussion. The lesson plans are designed to be used with a CD-ROM formatted for Macintosh and Windows 3.1, and Windows 95. (KC)

ED 419 132 CE 076 410

Industry Volunteers in the Classroom. Freeing Teachers' Time for Professional Development.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; *Inservice Teacher Education; Mathematics Instruction; *Program Development; Program Implementation; *School Business Relationship; Science Instruction; *Substitute Teachers; *Volunteers

This handbook describes a model for providing professional development time for teachers by matching them up with volunteers from local industries who regularly replace them in the classroom. This industry volunteer model offers a way for business and industry to support professional development for local classroom teachers by contributing a resource difficult to obtain--released time. It allows teachers to meet together during school hours without hiring costly substitute teachers, and it mines the expertise of local community volunteers whose work experience is relevant to the teachers' subject matter. The first eight sections of the handbook discuss the issues of organizing and arranging a project using the industry volunteer model. Topics covered include: how an industry volunteer model works, deciding to use an industry volunteer model, recruiting corporate partners, recruiting industry volunteers, training industry volunteers, expected contributions from program participants, keeping things running smoothly, and evaluating program results. The final section contains sample materials from other industry volunteer projects that have used the model. (KC)

ED 419 133 CE 076 415

improvements in educational preparation, selection criteria, industry climate, and other areas that could help create a more diverse workforce. The book contains 159 references and biographical sketches of the Committee on Education and Training for Civilian Aviation Careers. (KC)

ED 419 150 CE 076 446

Duguid, Stephen
British Columbia Prison Education Research Project. Final Report.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Correctional Education; Foreign Countries; Higher Education; *Outcomes of Education; *Prisoners; Program Effectiveness; *Recidivism; Self Determination; *Student Motivation
IDENTIFIERS- *Canada

A follow-up study was undertaken of the prisoner-students who were participants in a prison university liberal arts education program in Canada during the years 1973-1993. The objective of the study was to test the claim that the program had been effective in reducing the rate of recidivism of its students. Finding early on in the research that recidivism was in fact lower for this group than the average rate in Canada, the following additional objectives of the study were determined: (1) establish the degree to which the education program could be shown to be the significant factor in this success; (2) identify specific groups of prisoner-students who seemed to benefit the most from participation in the program, and (3) identify the specific mechanisms and circumstances intrinsic to the education program that were linked with the success of these groups. Data were gathered on 654 students (of 1,500 participants) who had completed at least 2 courses over a minimum of two semesters, and who completed at least 3 years without incarceration by 1996. The most likely predictive hypotheses involved subculture, age, high flyers, second chancer, improver, engagement, community, and cognitive. The study found that it is not programs that work but their capacity to offer resources that allow subjects the choice of making them work. The results point to the power of choice and self-determination in successful programs. (Contains 29 references.) (KC)

ED 419 151 CE 076 447

Quint, Janet; DiMeo, Cristina
The JOBS Evaluation. Educating Welfare Recipients for Employment and Empowerment: Case Studies of Promising Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Case Studies; Compliance (Legal); *Demonstration Programs; *Employment Programs; *Job Training; Literacy Education; Models; Program

C. Fotos); "Cultural Commitment and Attitudes of African-Americans toward Seeking Counseling Services" (Jessamine M. Montero, Elaine Baker); "Community, Culture, and Reckless Lives in West Virginia: Why Multiculturalism Is beside the Point" (Robert Bickel); and "Evaluating Social Programs for Third World Countries: A Multidimensional Development Evaluation Model" (Girmay Berhie). (A selected bibliography contains 32 references.) (MN)

ED 419 168 CE 076 480

Bergman, Terri
Meeting Employers' Needs: How One-Stop Centers Can Attract Business Customers. Business Assistance Note #6.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 10p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Employer Attitudes; *Employment Programs; *Employment Services; *Job Applicants; *Job Training; Needs; Occupational Information; *Program Implementation
IDENTIFIERS- *Career Centers

The U.S. Department of Labor's One-Stop Career Center initiative is part of the movement of governments to increase the quality and efficiency of their services. One-stop centers bring together public and private resources to meet individuals' and employers' human resource development and labor market needs. In order to meet employers' needs, one-stop centers must do the following: deliver the services employers most want, such as employee recruitment, assessment and testing, referral, training, and labor market and wage information; provide an environment that encourages employers to work with one-stop centers; and develop systems that ensure quality services, efficient operations, and an accessible, customer service approach to delivery. Employers also expect business-like management, evaluation, and accountability. Ten keys to success for one-stop centers include the following: (1) recruiting a large and varied pool of job applicants; (2) testing basic skills; (3) screening applicants; (4) knowing the skills needed in the local job market; (5) providing accurate labor market information; (6) providing a variety of means for accessing a center; (7) having a customer service orientation; (8) having a probusiness image; (9) making one-stop centers like a business; and (10) developing performance indicators and evaluating the effectiveness of services. (KC)

ED 419 169 CE 076 482

Brown, Richard K., Ed.
The Changing Shape of Work.
PUB DATE- 97
NOTE- 226p.; Based on papers presented at the Annual Festival of the British Association for the Advancement of Science (Newcastle upon Tyne, England, 1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; Economic Change; Employed

conceptualization and evaluation of the model. The model was developed based on the affective tone of counseling sessions and cross-cultural interactions which make up the three components of the model: preservation, accommodation, and repatterning. The structured use of well-defined traditional microcounseling skills are detailed, as are the limitations of the model. The use of the PAR model in the development of guidelines for the negotiation of diversity within training programs is discussed. PAR guidelines were developed in recognition of the real, day-to-day, life experience of minority clients, faculty, internship site-staff, and counselor trainees who often engage in futile attempts to attend to issues of power differences and feelings of alienation that can occur within counseling relationships and within the training environment. The model's view of human nature is likewise explored, including its basic characteristics, its therapeutic goals, the role and function of the therapist within the PAR model, the relationship between the therapist and the client, and the application and limitations of the PAR model. (MKA)

ED 419 186   CG 028 422

Steward, Robbie J.
Helping Counselor Trainees Get Along: An Issue for Professional Development.
PUB DATE- 98
NOTE- 25p.; Paper presented at the American Counseling Association World Conference (Indianapolis, IN, March 28 - April 1, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Conflict Resolution; Counseling; *Counselor Training; Cultural Pluralism; Diversity (Faculty); Diversity (Student); *Graduate Students; Higher Education; Interpersonal Relationship; Intervention; Norms; Prevention; Professional Development; Program Implementation; Role

This paper presents a programmatic strategy to address unresolved student-student disagreements. The paper examines cultural norms--within training programs in academic settings--that contribute to interpersonal problems among students. It describes the following norms as related to some stated principles for negotiating diversity: (1) program faculty, as a collective, should not manage relationship problems among students; (2) perspectives represented by the majority of a group, whether student or faculty cohorts, are meaningful perspectives; (3) all issues of difference should be addressed and resolved within the confines of multicultural or diversity related counseling courses; (4) increasing the representation of diversity among faculty and student cohorts is the most important end; (5) all faculty share the same level of access to power and resources and professional status within the system and within the profession; (6) all students have the competency to resolve "cross-cultural collisions" that are guaranteed to occur within training programs; (7) interpersonal conflict among peers is abnormal and reflects pathology; (8) being an effective practitioner with diverse client populations and having an interest in multicultural counseling as a specialty automatically translates into being able to develop and maintain effective working relationships with colleagues and vice versa. Some of the students' and faculty members' responses to conflicts that decrease the probability of optimal future selves, and mastery and performance-approach achievement goals were examined. Results indicated that a present good-student self-concept was related positively to both performance and mastery goals whereas a future good-student self-concept only was related positively to performance goals. A factor analysis was used on the first study. Path analysis was used to model the relationships between demographic and self variables in the second study. Results are discussed in a context of changes in academic performance and motivation during the middle school years. (Author/EMK)

ED 419 206 CG 028 466

Brighter Futures: The Wisconsin Plan To Prevent Adolescent Pregnancy.
SPONS. AGENCY- Wisconsin State Dept. of Health and Social Services, Madison.; Wisconsin State Dept. of Workforce Development, Madison.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Early Parenthood; *Pregnancy; *Prevention; *State Programs; Statewide Planning; Unwed Mothers
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; Wisconsin

The Executive Committee and the Subcommittee on Adolescent Pregnancy Prevention were charged to develop and provide leadership to implement a state plan to reduce adolescent pregnancy in Wisconsin. Both the negative outcomes for adolescent parents and their children and the cost to society are at issue. This document serves as a first step to identify what works, what needs to be done, and who needs to be involved. Included in section 1 are the introduction, vision and mission statements, guiding principles, goal, considerations and "asset building." Section 2, "Defining the Issues," deals with the consequences and costs of adolescent childbearing, and factors linked to adolescent pregnancy. Section 3, "Toward a Shared Responsibility," includes recommendations for parents and family, youth, schools and education, community organizations, faith-based organizations, business and employers, health care community, media and public information, and government. Areas of special concern (subsequent pregnancies, child abuse and neglect, sexual abuse and statutory rape) are highlighted. The plan concludes with a position statement. The appendices include results of the town hall listening sessions, a framework of 40 developmental assets for youth, pregnancy and birth statistics, and a statement on human growth and development. (EMK)

ED 419 207 CG 028 467

Chavez, Lisa
The Relationship between the Parental and Marital Experiences of 1988 Eighth-Grade Girls and High School Completion as of 1994. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

classroom environments in successful schools provide opportunities for students to apply what they have learned; (6) cultural and linguistic diversity among children reflects the variations within the communities and homes in which they live; (7) children who are identified as having reading disabilities benefit from systematic instruction; (8) proficient reading in third grade and above is sustained and enhanced by programs that adhere to four fundamental features; (9) professional opportunities to improve reading achievement are prominent in successful schools and programs; and (10) entire school communities are involved in bringing children to high levels of achievement. Contains 30 references (three for each of the 10 research-based principles). (RS)

ED 419 225 CS 013 190

Singhal, Meena
Using Computers as Reading Instructional Tools: Applications and Implications.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Literature Reviews; Reading Achievement; Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Processes; *Reading Research; Second Language Learning; Teaching Methods
IDENTIFIERS- Literacy Engagement; *Text Processing (Reading)

A review of the literature investigated how computers have been used in relation to the teaching of reading over the last 20 years, how effective those endeavors and research studies (mainly conducted at the college level) have been, and what computer instructional programs in the area of reading need to address. Various efforts have been made to include the computer in the reading classroom as an instructional tool. Research has also been carried out to determine and assess the effectiveness of various kinds of computer uses, programs, and interventions in terms of improvement in reading achievement and comprehension. Despite these efforts, some of these programs have failed to include a sound pedagogical foundation or theoretical base in terms of how reading should be taught, and what should be emphasized in a reading program or curriculum. Reading, although it has been defined in a number of complex ways, can in general terms, best be defined as a process which involves the reader, the text, and the interaction between reader and text. It is important that computer programs designed to teach reading be based on such knowledge about the reading process. Effective and successful reading computer programs are those that generate student participation. One of the more recent computer endeavors that carefully considers the second-language reading process is known as GALT (Glossing Authentic Language Texts). Computer assisted instruction and computer programs to teach reading hold great promise for becoming powerful instructional tools that increase students' engagement in reading, enhance reading comprehension, and improve reading skills. (RS)

ED 419 226 CS 013 191

Inoue, Yukiko
Reading and the ESL Student.
PUB DATE- 98

the institutions that create and perpetuate instructional materials. It is now more important than ever to examine not only the textbooks themselves, and not only the individual textbook companies, but also the surrounding institutions that enable and disable particular practices. There is strong theoretical support for interrogating institutions that support and feed off one another. Michel Foucault in "Discipline and Punish" talks about the inter-connectedness of institutions or "carceral network." Ways of identifying and selecting appropriate neighboring institutions include: (1) following the money trail; (2) physical locations, including the spaces where authors draft their manuscripts, back to the bookstore and into the classroom; (3) locating the material manifestations of the industry surrounding textbook publishing; and (4) the less tangible institutions such as "higher education," "the government," and "the media." Selection criteria for institutional change include: (1) the neighboring institution must have visible links to the textbook industry; (2) those visible links with textbook publishing must interact with textbooks in a way that can be mapped; (3) the impact of the neighboring institution must be such that its values and assumptions challenge traditional textbook publishing in some way; and (4) the challenges presented to traditional textbook publishing must contain some space for resistance and/or transformation. (Contains 12 references; prompts and a list of selection steps are appended.) (CR)

ED 419 244   CS 216 338

Martinez, Robert D.
Assessment Development Guidebook for Teachers of English Language Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *English (Second Language); Evaluation Methods; *Language Proficiency; *Mathematics Achievement; *Performance Based Assessment; *Reading Achievement; *Student Evaluation; Teaching Guides; Test Construction
IDENTIFIERS- *Alternative Assessment; Nonnative Speakers

Intended for classroom teachers who have English Language Learners (ELLs--non-native speakers of English who are experiencing difficulty in learning academic content), this guidebook provides criteria to be included in the development of performance-based assessment tasks. It assists classroom teachers to develop assessments to: determine whether a student may be an ELL; measure native language proficiency and/or English language proficiency; determine initial instructional placement for an ELL in mathematics and/or reading; measure the academic achievement of an ELL in mathematics and/or reading in their native language and/or in the English language; and provide information on the development of databases to be used in monitoring student performance on the assessments administered. After an introduction, sections of the guidebook are: (1) List of School Reform Initiatives for Teachers of English Language Learners (ELLs); (2) Discussion of Performance and Content Standards for Teachers of English Language Learners; (3) General Guidelines To Be Aware of When Assessing reflexive ways about culture is to expose them to cultural studies essays on similar topics. Since it is difficult to be self reflexive (due to cultural bias), it is important for teachers to lay out a theory of culture and cultural studies, to share personal examples, and to provide exemplar essays so that students can produce quality cultural studies analyses. (RS)

ED 419 263 CS 509 851

Swortzell, Lowell, Ed.
Theatre for Young Audiences: Around the World in 21 Plays.
PUB DATE- 97
NOTE- 700p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; Cultural Activities; Elementary Secondary Education; Foreign Countries; Global Approach; *Theater Arts; *Youth
IDENTIFIERS- *Childrens Theater; *Drama in Education; Literature in Translation; Youth Participation

The 21 plays in this international anthology for young people range through the classic, modern, and contemporary periods. Several of the plays are translations from other languages, and all begin with an explanatory introduction and contain basic stage directions. The anthology contains plays by Moliere, August Strindberg, Gertrude Stein, Langston Hughes, Israel Horovitz, Lawrence Yep, and others, and also includes traditional material, such as "Jack Juggler" (the first play ever written for children to perform), and a British version of "Punch and Judy." An afterword provides some historical background about plays written for children and suggests that today's plays written for young audiences offer an "accurate, compelling reflection of the world in which we live..." The anthology concludes with a list of additional plays recommended for young people. (NKA)

ED 419 264 CS 509 852

Collins, Marla Del
Organizing for the Future Requires the Non-Aristotelian Lens of a Dragonfly.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Joint Meeting of the National Communication Association/International Communication Association: "Communication--Organizing for the Future" (Rome, Italy, July 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Feminism; *Futures (of Society); *Global Approach; Thinking Skills
IDENTIFIERS- Evaluative Meaning; *General Semantics Paradigm (Korzybski); General Systems Theory; *Philosophical Dualism; Postmodernism

To organize for the future requires non-Aristotelian thinking...a multifaceted wide-angle lens revealing hidden information. A school finance. The section includes a description of spending trends, changes in aid distribution, the 1993-94 reforms and their implementation, and a discussion of the "modified freeze" in the school-aid formulas. Section 3 outlines alternatives for reform of the finance system and explores some of the reasons why such a long-standing issue is still unresolved. It is suggested that the discussion of the reform options identifies the essential issues that must be resolved for a long-term solution to be reached. An appendix provides a statistical supplement to the report. (RJM)

ED 419 284 EA 029 037

An Agenda for Equitable and Cost-Effective School Finance Reform: Findings Resulting from the Comptroller's Community Forums on Alternatives for Financing Education.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Problems; Financial Support; *Policy Formation; Property Taxes; *School District Spending; School Taxes; State Government; State Surveys
IDENTIFIERS- *New York

To explore the issue of school finance reform, a series of community forums held across the state were carried out, the results of which are presented. The paper provides some major findings: a basic school finance system already exists, namely, property taxes supplemented by equalized state aid; the magnitude of the school property tax means replacement would require a major increase in state taxes; the property tax can be made less objectionable; and equity should be addressed through a reformed state school-aid formula. At least five recommendations are made to improve equitable funding in education: the formula should be organized along the lines of a block-grant system; the current complex system of categorical aids and expenditure requirements fails to ensure adequate services; too much emphasis is placed on reimbursing expenses in the current system; any formula should include an explicit adjustment for regional cost differences; and school districts that meet educational standards should be free to use their state aid as they choose. A description of the state's enacted budgetary changes in school aid and an examination of the relationship between school finance and the budget process are also provided. (RJM)

ED 419 285 EA 029 039

Osborne, Allan G., Jr.
Disciplinary Options for Students with Disabilities. Monograph No. 60.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Discipline Policy; Elementary Secondary Education; Legal Responsibility;

keep kids out of trouble, prevent crime, juvenile delinquency, school vandalism, and violent victimization. Participants spend more time in academic activities and enrichment lessons than do their unsupervised peers. Common program elements include: goal setting and strong management; quality staffing; low staff/student ratios; attention to safety, health, and nutrition issues; effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups; strong family involvement; coordination of learning with classroom instruction; linkages between school and afterschool personnel; and evaluation of program effectiveness. Descriptions of 26 exemplary communities meeting the need for afterschool communities range from Bridgeport, Connecticut's ASPIRA Lighthouse Program to San Antonio's YouthARTS Program. The report includes 118 endnotes; a bibliography of 67 references; a list of resources (organizations, websites, listservs, and videos); a list of federal government resources and programs; and a list of U.S. Department of Education and U.S. Department of Justice publications. (MLH)

ED 419 304 EA 029 113

U.S. Department of Education. Office of Inspector General. Semiannual Report to Congress No. 36, October 1, 1997-March 31, 1998.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Audits (Verification); Elementary Secondary Education; *Federal Programs; Program Implementation; *Student Loan Programs
IDENTIFIERS- Department of Education; *Federal Direct Student Loan Program; *Office of Inspector General

During the 6-month period ending March 31, 1998, the Office of Inspector General assisted the Department of Education in ensuring that taxpayer-funded federal education programs and operations are implemented efficiency, effectiveness, integrity and accountability. In the executive summary, under "Goal 1: Programs and Operations Improvement," student financial-assistance programs offer a significant management challenge. An audit of 16 participating schools found that the Direct Loan program requires attention and better data. Audits of the 1973 Rehabilitation Act and the Elementary and Secondary Education Act (ESEA) are under way. ADP system audits revealed that the Chief Information Officer needs a stronger leadership role in the Information Technology Department and that Year 2000 school readiness efforts are behind schedule. Financial-statement audits, performance-measure advisory activities, and management reviews are also described. Under "Goal 2: Programs and Operations Integrity," OIG's work discloses significant fraud, waste, and abuse; results in enforcement and corrective actions; and promotes deterrence. Fraudulent practices in the student financial assistance program, the Foreign School Project, and the Collegiate Athletic Student Funding Project were investigated. Included are abstracts of significant audits and audit-related activities, significant prosecutive actions, ard alternative products. (MLH)

ED 419 305 EA 029 124

New American High Schools: Preparing Students for College and

DC.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association, (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; School Effectiveness; Special Education; *State Programs; Student Participation

This report summarizes a study that analyzed the state education accountability reports of 48 states and Washington, DC, and the inclusion of students with disabilities in the accountability systems. Extreme variability was found to exist in the reporting practices across states and there was little information on students with disabilities. Only 11 states included test-based outcome data for students with disabilities in their reports; 5 states produced a separate special education report. Many states included input/context and/or process indicators for students with disabilities, but few reported outcome data for these students. Finally, every state was unclear on at least one educational indicator in their accountability system and whether students with disabilities were included. The report includes the following recommendations regarding reporting on students with disabilities: (1) be clear about the role of students with disabilities in data and standards; (2) while special education reports can be useful in providing detailed information about students with disabilities, general accountability reports should also include information on students with disabilities; and (3) when making comparisons among schools, districts, and states, comparisons should be based on similar populations. (Contains 28 references.) (CR)

ED 419 324 EC 306 409

Landau, Julia K.; Vohs, Janet R.; Romano, Carolyn A.
All Kids Count: Including Students with Disabilities in Statewide Assessment Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Administrators; Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; School Effectiveness; *State Programs; *Student Participation; Surveys

This guide is designed to provide basic guidelines and points of reference for participation in discussions on policies and practices related to the inclusion of students with disabilities in large-scale assessment programs. The results of a survey of statewide assessment programs are discussed, including findings that very few states currently have policies which provide for full participation of students with provided to bright students at any cost, whether bright students should be provided with special enrichment classes only if resources are not taken away from classes of average students, or if bright students should not be provided with special enrichment classes at all. Results found: (1) the majority (63 percent) of participants gave only qualified support for special gifted education, 19 percent gave no support, and only 13 percent gave full support to education for the gifted; (2) those aged 60 or older were more inclined than others to give no support to special education for the gifted; (3) no differences were found between public and separate school supporters; (4) the lower the education of the participant, the greater the tendency not to support special education for the gifted; and (5) the higher the income the smaller the percentage giving no support to education for the gifted. (Contains 8 figures and 14 references.) (CR)

ED 419 342 EC 306 430

National Information Clearinghouse on Children Who Are Deaf-Blind (DB-LINK). National Resource Directory.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Advocacy; Children; Clearinghouses; *Deaf Blind; Federal Programs; Information Centers; *Internet; *Organizations (Groups); *Parent Associations; *Resource Centers; *Resource Materials

This resource guide, consisting of pages downloaded from the DB-LINK Web site, is designed to assist parents, professionals, and others in identifying services that hold the potential for supporting and improving the lives of children and youth who experience combined vision and hearing loss. Information is provided on: (1) the American Association of the Deaf-Blind; (2) the Helen Keller National Center for Youths and Adults Who Are Deaf-Blind; (3) the publication Deaf-Blind Perspectives; (4) the Hilton-Perkins Program; (6) the National Rehabilitation Information Center; (7) the National Information Center for Children and Youth with Disabilities; (8) the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind; (9) the National Information Clearinghouse On Children Who Are Deaf-Blind; (10) the National Family Association for Deaf-Blind; (11) the U.S. Department of Education, Office of Special Education, Severe Disabilities Branch; (12) the U.S. Department of Education, Office of Special Education Programs, Severe Disabilities Branch, Services for Children with Deaf-Blindness Program; (13) the National Clearinghouse on Postsecondary Education for Individuals with Disabilities; and (14) a listserv for sharing information, inquiries, ideas, and opinions on matters pertaining to Deaf-Blindness. (CR)

ED 419 343 EC 306 431

Stough, Laura M.; Palmer, Douglas J.; Leyva, Collette
Listening to Voices of Experience in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American

describes observational assessment, criterion-referenced testing and error analysis, curriculum-based assessment, and portfolio assessment and other alternative procedures. Part 3, "Assessment of Abilities," discusses assessment of intelligence, assessment of adaptive behavior, assessment of behavior and emotional status, and assessment of oral language. Part 4, "Assessment of Achievement," addresses assessment of general achievement, assessment of reading, assessment of mathematics, and assessment of written expression. Part 5, "Special Assessment Considerations," includes a description of assessment procedures and instruments relevant for early childhood and older students with vocational/transitional needs. The book concludes with two case studies in which the assessment process is followed from initial identification through the development of an Individualized Education Program. (Contains over 1,100 references.) (CR)

ED 419 361 EC 306 450

Wehmeyer, Michael L.; Agran, Martin; Hughes, Carolyn
Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition.
PUB DATE- 98
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making Skills; *Disabilities; Educational Strategies; Elementary Secondary Education; Individualized Education Programs; Interpersonal Competence; Personal Autonomy; Problem Solving; *Self Advocacy; *Self Determination; Self Efficacy; Self Evaluation (Individuals); *Self Management; Teaching Methods; *Transitional Programs

This book describes instructional methods for teaching basic self-determination skills to students with disabilities. The first section provides an introduction to self-determination as an educational and transition outcome, discusses the impetus for an educational focus on self determination, and describes the relationships between transition services and self-determination. Section 2, "Promoting Autonomous Behavior," provides instructional strategies for teaching independence, risk taking, and safety skills; assessing preferences and teaching choicemaking; and social problem-solving and decision-making skills. Section 3, "Promoting Self-Regulated Behavior," describes how to teach self-monitoring, self-evaluation, self-reinforcement, self-instruction skills, and goal setting and task performance. Section 4, "Promoting Self-Advocacy and Leadership Skills," discusses how to teach assertiveness and effective communication skills, leadership, teamwork and general self-advocacy skills, and self-advocacy through student involvement. Section 5, "Promoting Self-Realization and Psychological Empowerment," provides strategies to promote student self-awareness, self-knowledge, positive perceptions of control in the classroom, and self-efficacy and outcome expectations. The final section provides a description of strategies and methods that will enable teachers to promote self-determination through all phases of the transition process. (Each chapter includes references.) (CR)

ED 419 362 EC 306 451

as a cultural documentary; cinema as a language learning tool; cinema as an educator with extraordinary modern relevance; and cinema as an artistic and cultural vehicle.(CK)

ED 419 382 FL 024 920

Lectura y Vida: Revista Latinoamericana de Lectura. (Reading and Life: Latin American Reading Magazine).
PUB DATE- 97
NOTE- 225p.
LANGUAGE- Spanish
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Higher Education; Learning Strategies; *Reading Comprehension; *Reading Instruction; *School Role; Secondary Education; *Spanish; *Spanish Speaking; Teaching Methods; Textbook Content; Written Language
IDENTIFIERS- *Latin America

The four issues of this journal, written entirely in Spanish, are intended for reading teachers. The first issue focuses on the role of school in the development of readers and writers and contains articles discussing the results of an investigation into the validity of the idea of "level" when measuring students' comprehension of narrative written discourse; a study on difficulties in comprehending various text types; and the implications of a project designed to create an anthology of political stories. Issue Number 2 contains articles focusing on the role of interaction in enhancing comprehension; reviews three common methods of teaching reading comprehension in the Spanish-speaking part of the world. Number 3 discusses how to solve the problems involved in absorbing information while reading; the treatment of the family in modern children's literature; and reading intervention programs. Number 4 touches on the review strategies of university graduates and procedures for teaching a text when creating new educational practices. (CK)

ED 419 383 FL 025 159

Mizuno, Mitsuharu
The Usefulness of Bilingual Sentence Analysis.
PUB DATE- 98
NOTE- 12p.; Revised version of a paper presented at the Annual Meeting of the International Association of Applied Linguistics (11th, Jyvlaskla, Finland, August 4-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Comparative Analysis; Contrastive Linguistics; *English (Second Language); *Error Correction; Foreign Countries; Second Language Instruction; *Sentence Structure; *Structural Analysis (Linguistics)

A classroom technique for English-as-a-Second-Language instruction using comparative (first- and second-language) sentence analysis is described. The goal is to enhance acquisition of English through internalizing a certain number of sample sentences in English that contrast with the learner's first language (L1). The sentences consist of about 1,000

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; College Credits; College Freshmen; College Graduates; Course Organization; *Degree Requirements; *Educational Needs; Educational Objectives; *Educational Policy; *English (Second Language); Expectation; Foreign Countries; *Freshman Composition; Graduate Surveys; Higher Education; Needs Assessment; Nonmajors; Public Policy; Second Language Instruction; Student Attitudes; Surveys; Teacher Attitudes; Teacher Qualifications
IDENTIFIERS- *Taiwan

In response to Taiwan's policy changes concerning university freshman English courses for non-majors, which allowed students to use the courses to fulfill a language requirement, a study investigated course characteristics (credit hours, laboratory requirements, midterm and final examinations, and teacher qualifications) and whether these course aspects meet student, teacher, and administrator expectations. Eighteen English Programs For Non-English Majors coordinators from 17 universities in Taiwan were interviewed about their programs, and three groups of subjects (178 teachers, 1,086 freshmen, and 382 graduates) were asked to respond to needs assessment questionnaires. Results indicate a good match between what was implemented in the programs and what was desired by the parties involved concerning the lab course hours and exams used in the courses. However, a mismatch was found between expectation and reality in the course credit hours and teachers' academic background. Implications for program development are discussed. (Contains 9 references.) (MSE)

ED 419 405 FL 025 248

Huang, Su-yueh
Freshman English Programs for Non-English Majors at Universities in Taiwan: An Investigation into the Gap between Expectations and Reality.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Freshmen; College Graduates; *Course Content; Course Organization; Degree Requirements; Educational Objectives; *English (Second Language); Expectation; Foreign Countries; *Freshman Composition; Graduate Surveys; Higher Education; *Instructional Materials; Language Skills; Needs Assessment; Nonmajors; Second Language Instruction; Student Attitudes; *Student Placement; *Summer Programs; Surveys; Teacher Attitudes
IDENTIFIERS- *Taiwan

A study investigated the following: the types of freshman English courses for non-majors offered at Taiwan universities in 1995 and the attitudes of faculty, students, and graduates concerning the language skills emphasized; placement of students in classes; use of standardized teaching materials; and need for summer courses. In spring 1996, 178 freshman English teachers, 198 content area teachers, 382 university graduates, and 1,086 university freshmen were surveyed. Eighteen English Programs for Non-English Majors coordinators from 17 Taiwan universities were interviewed. Results indicate that the majority of teachers and graduates wanted reading skills to be emphasized, but freshmen and content teachers preferred listening and speaking skills. In the majority of programs, focus was on reading skills. Most respondents also favored placing students according to proficiency level, but

*Limited English Speaking; Program Descriptions; Second Language Learning; *Talent
IDENTIFIERS- California (San Diego)

This document focuses on some of the key issues that surround any substantive discussion of Limited-English-Proficient (LEP) children and gifted education. The goals, rationale, and criticisms of gifted education are discussed, and answers to how high-ability LEP students might better be served in these programs are sought. The discussion examines expanding views of ability and talent and the issue of identification of high-potential LEP students and looks at specific levers for change that school staff need to consider and enact before gifted education can truly serve English language learners. An illustration is provided of how one school system worked to include and nurture its English language learners in its gifted programs. Rosa Perez describes how San Diego City Schools dramatically increased the numbers of LEP Students in gifted programs through a reform of its entire gifted program. Robert J. Sternberg argues that schooling practices must change to reflect the new value that should be placed on high ability students and insists that American educators move beyond the highly politicized context of both gifted and bilingual education to achieve a new and productive means to identify and develop talent in LEP learners. The document concludes with a brief action plan for school personnel in both bilingual and gifted education. (Author/VWL)

ED 419 427 FL 801 220

Fraser, Jane, Ed.
Growing Up Different (Adult Student ESL Journals).
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Class Activities; *Diversity (Student); Editing; *English (Second Language); Foreign Countries; *Immigrants; Peer Teaching; *Personal Narratives; Second Language Instruction; Small Group Instruction; *Student Journals; *Writing Exercises; Writing Instruction
IDENTIFIERS- Canada

Participants in an adult education grade 11 English-as-a-Second-Language (ESL) writing class, all immigrants to Canada with varying cultural backgrounds, wrote journal entries in response to the theme "growing up different." The project involved individual writing, word processing, peer editing, computer graphics, audiotape recording of completed essays, and creation of a bound book. A description of the project, drawing on recent research in ESL instruction, is presented and the ten resulting essays are included. The stories, which comprise over half of the document, reflect widely varying background experiences, and some similarities in experiences after immigrating. Contains 15 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 419 428 FL 801 223

Marshall, Brigitte, Comp.
English Language Training for Employment Participation. Resource Package.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- 98

self-study are reported in graphs, tables, and narratives. The study resulted in seven major recommendations: (1) modification of the periodic comprehensive review process to address institutional differences; (2) expansion of the communication process to increase understanding about accreditation; (3) review of internal processes/structure to ensure timeliness of response, value-added components, elimination of duplication, and service orientation; (4) encouragement of instructional improvement and greater access to higher education; (5) greater leadership by the NCA in such areas as partnerships with other accrediting agencies and research support; (6) development of a self-reporting format to encourage dialogue and quality improvement by institutions; and (7) continued analysis of the self-study data. Appendices provide additional data tables. (DB)

ED 419 447 HE 031 219

Performance Indicators of California Higher Education, 1997. The Fourth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
PUB DATE- 98
NOTE- 96p.; See ED 403 832 for the 1996 report.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Access to Education; College Bound Students; *College Outcomes Assessment; College Preparation; Demography; Diversity (Student); Educational Assessment; Educational Finance; Educational Legislation; Educational Trends; Enrollment Trends; Higher Education; Limited English Speaking; State Aid; State Legislation; Student Experience; Tables (Data)
IDENTIFIERS- *California; *Performance Indicators

This fourth annual report presents background information on the development of performance indicators for California higher education, describes the scope of the current set of indicators, identifies highlights of recent trends, delineates some recent developments and future plans, and includes data on the full set of 75 performance indicators. The higher education performance indicators are divided into five categories; (1) characteristics of California's population, (2) fiscal support, (3) student preparation for college, (4) student access to college, and (5) student experiences and outcomes. Recent trends noted include a decline in the state's overall unemployment rate but an increase in youth unemployment; an increase of 12.6 percent in higher education's share of General Fund appropriations; continuing expansion in the number and diversity of high school graduates with limited English proficiency, who now account for nearly one-fourth of public school students; an increasing proportion of college-going students attending public universities and a decreasing proportion attending community colleges; and a slight decrease in the five-year persistence rates of freshmen at public universities. The report also includes a page on each of the 75 performance indicators showing trends in graphs, tables, and narrative. The text of the relevant statute (Assembly Bill 1808, Chapter 741, Statutes of 1991) is appended. (DB)

ED 419 448 HE 031 220

Grayson, J. Paul
The Health of First Year Students. Working Paper.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Education; *Cultural Influences; Foreign Countries; Foreign Culture; Higher Education; *International Relations; *Nationalism; *Role of Education; Values
IDENTIFIERS- *Japan

This book addresses issues of American-Japanese relations by focusing on how the Japanese educational system molds the Japanese people and culture. It identifies the vital determining issue in U.S.-Japan communications in the fact that all Japanese leaders emerge from the same educational treadmill or "cartels of the mind." This system, especially the five national and private universities from which almost all Japanese leaders emerge, is seen as teaching its students that they are inherently incapable of sharing their values, civic or personal, with those of any other civilization. The book suggests that education is one component of the overall Japanese system in which training, knowledge, self-discipline, and obedience are there to support the glory and power of the nation. The educational system is also seen as being fundamentally unchanged since the Meiji empire, which results in a dangerous nationalist elitism. The main points are illustrated with quotes from interviews as well as by anecdotes. (Individual chapters contain reference notes.) (DB)

ED 419 467 HE 031 244

Returning to Our Roots Student Access. Second Report.
PUB DATE- 98
NOTE- 59p.; For the first report, see ED 406 904. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Admission Criteria; *Diversity (Student); Educational Demand; Educational Technology; Equal Education; Higher Education; *Land Grant Universities; Paying for College; Student Costs; *Technological Advancement

This report by 27 college and university presidents stresses the primacy of efforts to provide full and equal access to institutions of higher education, especially land grant institutions, and to the full range of programs and services they provide. Three challenges are identified in increasing access. First, price, although public university tuition remains affordable for most families, prices have been increasing and are at a level where they represent a hurdle to access. Second, diversity growth rates for minority populations are large and these groups must have access to higher education. Third is technology which can provide educators and students unprecedented access to powerful networks and increased learning. Seven recommendations are offered: (1) transform land-grant and public universities to meet the needs of traditional and nontraditional learners; (2) build new partnerships with public schools to increase student access and improve teacher education; (3) validate admissions requirements; (4) encourage diversity in student admissions; (5) clarify course-credit transfer and articulation agreements; (6) renew efforts to contain costs and increase aid; and (7) focus on what students need to succeed. Two appendices provide acknowledgments and a listing of meetings of the Kellogg Commission. (DB) by the United States aimed at jumpstarting the Mideast peace process (May 6); an explosion in space (May 7); an international merger, creating the world's fifth largest automaker (May 8); Sinn Fein approves the Northern Ireland peace agreement (May 11); the international community reacts to nuclear testing by India (May 12); attention on the "Seinfeld" finale (May 13); President Clinton calls for tough sanctions against India for its nuclear testing (May 14); violence over the economic and political situation in Indonesia (May 15); the 50th anniversary of the "Declaration of Human Rights" (May 18); the United States Department of Justice accuses Microsoft of unfair competition in the software industry (May 19); Indonesian President Suharto's resignation (May 21); Northern Ireland's citizens approve the peace accord (May 26); students at Thurston High return to school (May 27); a High School in Oregon is the site of gun violence (May 22); firefighters battle blazes in Florida (May 28); and Pakistan defies threats of international sanctions and denotes five nuclear devices (May 29). (AEF)

ED 419 486   IR 018 896

Wedemeyer, Dan J. Ed.; Nickelson, Richard, Ed.
Pacific Telecommunications Council Annual Conference Proceedings (18th, Honolulu, Hawaii, January 14-18, 1996).
PUB DATE- 96
NOTE- 1073p.
LANGUAGE- English
EDRS Price- MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; *Computer Networks; Developing Nations; Electronic Libraries; Foreign Countries; *Information Networks; *Information Services; Information Sources; Information Technology; Multimedia Materials; Policy Formation; Satellites (Aerospace); Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- Digital Technology; *Pacific Region; *United States

The Pacific Telecommunications Council's 18th annual conference is presented in two volumes. The PTC'96 gathering focused on seven streams: socio-economic issues; regulatory, legal and political issues; business and finance solutions; country studies; education, training, and human resources; convergence and networks; and technologies and standards. The 130 papers are organized chronologically, according to date of presentation. The first volume comprises the papers presented on Monday, January 15, 1996. Topics covered in this volume include: telephony and cable television; converging technologies; interactive multimedia services; wireless technology; business networks; library networks; virtual academic libraries; mobile satellite services; international wireless telecommunications; competition and universal service policies; ownership; privatization; personal communications satellites; digital satellite modems; global information infrastructures; voice mail service in advanced intelligent network; network management; network planning; undersea cable industry; fiberoptics; strategic learning alliances; mobile satellite services; regulations; telecommunications delivery for rural populations; switching systems; electronic commerce; scrambling; national information infrastructure; data warehousing; and customer loyalty. Topics in the second volume, comprising papers presented on Tuesday, January 15 and Wednesday, January 17, 1996, include: business opportunities on the Internet; Internet in developing countries; convergent

PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Educational Technology; Foreign Countries; *Instructional Materials; *Internet; Learner Controlled Instruction; Nontraditional Education; Student Role; Teacher Role; Teaching Methods

The Internet is a valuable tool to use as a teaching resource, but there are many factors to take into account for Internet delivery--not just how to use the technology most effectively, but also how to assess the results, monitor student progress, and ensure that your materials are used to promote real learning. This second edition examines the educational and administrative considerations of offering courses, course materials or course delivery via the Internet. It advises on how to handle and use the Internet appropriately, and discusses the ways in which it will change the roles and relationships of teachers and learners. A new chapter about using the Internet with a bias towards the learners' perspective has been included, together with a section linking Internet with Intranet considerations. Other topics covered in detail include getting started; designing and using forms; and cost concerns, economic benefits and budget. This practical step-by-step approach and an extensive glossary of terms make this book essential reading for course developers, educational and training institutions, and all those interested in educational technology. (Author)

ED 419 507 IR 019 127

Warren, Adam; Brunner, David; Maier, Pat; Barnett, Liz
Technology in Teaching & Learning: An Introductory Guide.
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Uses in Education; Educational Resources; *Educational Technology; Foreign Countries; Instructional Materials; Multimedia Materials; Teleconferencing; World Wide Web
IDENTIFIERS- Connectivity; Technology Integration; Web Pages

This book provides an illustrated introduction to a wide range of learning technologies from multimedia PCs to the Internet and the World Wide Web. The book covers choosing a computer, creating images for Web pages, making OHP slides, using desktop video conferencing. The book contains activities, case studies and notes, and provides advice on: getting material into and out of your computer; getting connected to the Internet; using Internet resources; communicating using computers; and using the World Wide Web. (Author)

ED 419 508 IR 019 128

stage. The implementation and validation of the training effectiveness is then discussed. (AEF)

ED 419 528 IR 019 152

Brush, Thomas
Technology Planning and Implementation in Public Schools: A Five-State Comparison.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Educational Administration; *Educational Planning; *Educational Technology; Elementary Secondary Education; Leadership; *Public Schools
IDENTIFIERS- Technology Integration; *Technology Plans; *United States (Southeast)

The purpose of this study was to examine the differences in technology planning and implementation among schools in the southeastern United States. School administrators (294) from five southeastern states (Alabama, Florida, Georgia, Mississippi, and Tennessee) were surveyed to determine technology planning procedures they had completed, whether they had technology leaders employed in their district, and technology they were planning to implement. Results of the study indicated (1) wide differences in technology leadership positions available in schools and in technology currently implemented in schools among the five states surveyed and (2) that support and resources, particularly at the state level, can have a huge impact on the availability of technical resources in these schools. Without this support, schools located in states with less progressive leadership will continue to have inadequate resources available for their students, which in turn will significantly diminish the competitiveness of these students in the 21st century marketplace. (AEF)

ED 419 529 IR 019 153

Bowdish, Bruce; Chauvin, Sheila; Vigh, Sandor
Comparing Student Learning Outcomes in Hypermedia and Analog Assisted Lectures (HAL & AAL).
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Curriculum Design; *Evaluation; Higher Education; *Hypermedia; *Instructional Design; Instructional Effectiveness; *Instructional Materials; Material Development; Medical Education; World Wide Web
IDENTIFIERS- *Analogical Imagery; *Digital Technology

The purpose of this paper is to report the results of a quasi-experimental study of the effects on student achievement resulting from the redesign of an existing anatomy course for a cohort of Occupational Therapy students. This study was based

Recommendations"; "Principles for Developments of the National Information Infrastructure"; "A Bill of Rights and Responsibilities for Electronic Learners"; "Accredited Master's Programs in Library and Information Studies in the U.S. and Canada"; "Major Periodicals, Indexes, Encyclopedias and Dictionaries in Library and Information Science"; "Summary of Major Library and Information Science Associations and a List of Additional Associations"; "Overview of Librarianship from the "Occupational Outlook Handbook"; and "Selected Library and Information Science Listservs and Discussion Groups." An index is included. (AEF)

ED 419 548 IR 057 052

McClure, Charles R.; Bertot, John Carlo
Public Library Use in Pennsylvania: Identifying Uses, Benefits, and Impacts. Final Report.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Information Services; Library Role; Library Services; Library Statistics; *Library Surveys; *Public Libraries; *Use Studies; User Satisfaction (Information); *Users (Information)
IDENTIFIERS- *Pennsylvania

The purpose of this study is to identify users of Pennsylvania public libraries and determine their reasons for using the library. In addition, the study provides information describing the impacts and benefits to those users as a result of their contact with the public library. The objectives were to: (1) describe users in terms of their education, age, sex, and household income; (2) determine the reasons for the use of the public library; (3) understand how use of the public library is valuable or beneficial to these users; and (4) describe the role of Pennsylvania public libraries in supporting economic development at both the local and statewide level. A statewide survey of public library users, site visits to 10 libraries throughout the state, and logs of critical incidents of significant impacts provided data. The study found that there are numerous and important impacts and benefits that result from use of Pennsylvania public libraries. Appendices include: Focus Group interviews "Research Method"; "Focus Group Questions"; a participant questionnaire for library personnel and users; "Critical Impact Log Method"; a public services impact log; "Content Analysis Categories Reference Desk Critical Incident Log"; "Pennsylvania Public Library User Survey"; and survey instructions. (AEF)

ED 419 549 IR 057 053

Kemp, Joanne; Waterton, Pat
CTCL 1996 Survey on Library Internet Services. Occasional Paper Series, No. 11.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Access to Information; Foreign Countries; Information Services; *Internet; Library Associations; *Library Services; Library Surveys; *Science Libraries; Special Libraries; Staff Development

programs in Pennsylvania. The three stories, which revolve around a grandmother who is raising her granddaughter and two neighbors who are also raising children, deal with the following topics: communicating with children and helping them develop good communication skills; the concept of preventive health; and the importance of dental health and regular dentist visits. The facilitator's guide accompanying the three stories contains the following: explanations of several instructional techniques for building learners' literacy and thinking skills while imparting essential health information; suggestions for adapting the materials for different audiences, including adult beginning readers and nonnative speakers of English; discussion questions, transparency masters, and reproducible literacy activities; 50 recommended resources; and a glossary. (MN)

ED 419 115 CE 076 385

Gacka, Richard
School-to-Work.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 97
NOTE- 82p.; Appendix C, CORD Applied Math Flyer, is not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Curriculum Development; Delivery Systems; *Education Work Relationship; *Literacy Education; Pretests Posttests; *Program Development; Program Effectiveness; Remedial Instruction; School Business Relationship; Systems Approach
IDENTIFIERS- *Pennsylvania (Erie County); 353 Project

The document details the development of a project to provide adult students with the academic and work skills required for admission to the Regional Skill Center, which is an adult technical school serving Erie County, Pennsylvania. The body of the report summarizes the following project outcomes: development of a four-tiered system of work force preparation classes; collection of data on the local adult population's academic preparedness; revision of the Regional Skill Center's training curriculum to include mandatory academic instruction in mathematics and communication; development of a draft "cognitive umbrella" unifying a range of services delivered through the adult basic education system; incorporation of employers into program planning and implementation; and provision of direct instructional services to approximately 50 adults. Appendixes constituting approximately 80% of this report contain the following: data from Regional Skill Center testing; manufacturers association employer expectation list; intermediate unit 5 employability modules; letter regarding mandatory courses at the Regional Skill Center; individual profile from the Wonderlic Basic Skills Tests with notes regarding interpretation; pre- and posttesting charts and comments; sample completed individual interview form; applied communication flyer; information regarding industry participation; handout from presentation to the manufacturers association; and Wonderlic test battery information. (MN)

Rusch, Frank R., Ed.; Chadsey, [illegible] G., Ed.
Beyond High School: Transition [illegible] School to Work. The Wadsworth Special Educator Series.
PUB DATE- 98
NOTE- 479p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescent Development; Agency Cooperation; Articulation (Education); *Career Development; Career Education; Career Planning; Coordination; Demonstration Programs; *Disabilities; Dropout Prevention; Dropouts; *Education Work Relationship; Educational Change; Educational Legislation; Family Involvement; Family Role; Federal Legislation; Outcomes of Education; Postsecondary Education; *Secondary Education; *Special Education; Student Evaluation; Student Participation; Vocational Education; Work Experience Programs

This text summarizes knowledge from research that focused on reforming secondary special education and high schools and makes recommendations for improving high schools' effectiveness. Chapters are as follows: "Characteristics of Youth and Young Adults" (Stephen Lichtenstein); "Emerging Transition Best Practices" (Frank R. Rusch, Dorothy M. Millar); "School-to-Work (STW) Transition: Overview of Disability Legislation" (Robert A. Stodden); "Dropout Prevention and Special Services" (Thomas E. Grayson); "Vocational Education: Emerging Vocationalism" (R. Brian Cobb, Debra A. Neubert); "Career Development, STW Transition, and Diversity: An Ecological Approach" (Edna Mora Szymanski; "Foundations for a STW System that Serves All Students" (Shepherd Siegel); "Implementing a Transition Perspective of Education: A Comprehensive Approach to Planning and Delivering Secondary Education and Transition Services" (Paula D. Kohler); "Student Involvement in Transition-Planning and Transition-Program Implementation" (Michael L. Wehmeyer); "Families: The Heart of Transition" (Cheryl Hanley-Maxwell, Susan Mayfield Pogoloff, Jean Whitney-Thomas); "Student Assessment and Evaluation" (Martha Thurlow, Judy Elliott); "Building Statewide Transition Services through Collaborative Interagency Teamwork" (Jane M. Everson, Joan D. Guillory); "The Personal Career Plan: A Person-Centered Approach to Vocational Evaluation and Career Planning" (Bruce M. Menchetti, Vicky C. Piland); "School-Supported Work Experience and Vocational Instruction" (David Hagner, Jennifer Vande Sande); "Supporting the Transition from School to Adult Life" (Carolyn Hughes, Jin-Ho Kim); "Postsecondary Education" (Anna Gajar); and "Moving toward Social Inclusion in Employment and Postsecondary School Settings" (Janis G. Chadsey, Debra Shelden). Appendixes include a glossary and author and subject indexes. (YLB)

Effectiveness; Program Evaluation; Program Implementation;
*Welfare Recipients
IDENTIFIERS- Arizona (Tucson); California (San Diego); *Job
Opportunities and Basic Skills Program; New York (Brooklyn);
Pennsylvania (Philadelphia)

Part of a much larger study of the JOBS (Job Opportunities and Basic Skills) program, profiles were developed of programs in four communities: San Diego (California); Brooklyn (New York); Philadelphia (Pennsylvania); and Tucson (Arizona), that served welfare clients in innovative and promising ways. The case studies were conducted through site visits between August 1994 and April 1995 and review of program documents. The sites selected focused on programs that have the following characteristics: primarily serve students whose native language is English, incorporate stimulating approaches to instruction, operate at a substantial scale and for a relatively large number of hours per week, and serve significant numbers of welfare recipients. The study identified a number of attributes that all four case study sites share: a clear concept of the educational and other needs of welfare recipients; support for teachers' ongoing efforts to innovate and experiment in the classroom; and adequate funding. Some of the promising practices adopted by the sites include the following: (1) a well-defined mission; (2) separate classes specifically for JOBS students; (3) skilled, experienced teachers; (4) an emphasis on staff development; (5) varied instructional approaches that involve active learning; (6) frequent communication about students' progress between educators and JOBS program staff; (7) a stress on regular attendance, with aggressive follow-up on absences; (8) relatively intensive class schedules; and (9) a high degree of teacher-student and student-student interaction. (10 references) (KC)

Women; *Employer Employee Relationship; Employment Level; *Employment Opportunities; *Employment Patterns; *Employment Practices; *Employment Problems; Empowerment; Family Work Relationship; Flexible Working Hours; Foreign Countries; Labor Market; Service Occupations; Sex Differences; Social Change; Social Class; Tenure; Total Quality Management; Trend Analysis; Unemployment; *Work Environment

IDENTIFIERS- Australia; Germany; *Great Britain; Impact Studies; United States

This book contains nine papers that were presented to the Sociology and Social Policy section of the British Association for the Advancement of Science. The first paper, "Introduction: Work and Employment in the 1990s" (Richard Brown), puts work and employment in a historical context and examines how globalization of the economy has changed the context for work and employment in Great Britain. The remaining papers, which focus on particular aspects of the organization and distribution of work and their implications for other areas of social life, are as follows: "The Changing Practices of Work" (Huw Beynon); "What Is Work For? The Right To Work and the Right To Be Idle" (Sheila Allen); "Flexibility and Security: Contradictions in the Contemporary Labour Market" (Richard Brown); "Gender and Changes in Employment: Feminization and Its Effects" (Harriet Bradley); "Informal Working, Survival Strategies and the Idea of an 'Underclass'" (Robert MacDonald); "Economic Change and Domestic Life" (Lydia Morris); "The Culture of Ownership and the Ownership of Culture" (Ian Roberts); and "'Empowerment' or 'Degradation'? Total Quality Management and the Service Sector" (Stephen Taylor). (Contains 337 references. Subject and author indexes are included.) (MN) outcomes are described, and a programmatic model for prevention and intervention of "cross-cultural collisions" among trainees is provided. Potential barriers are outlined and a programmatic proposal for addressing group diversity among trainees is presented. (MKA)

ED 419 187 CG 028 423

Steward, Robbie J.; Jo, Hanik; Breland, Alfiee M.
Counseling Women: Who is Most Effective?
PUB DATE- 98
NOTE- 19p.; Paper presented at the Great Lakes Regional Conference, Division 17 of the American Psychological Association (Bloomington, IN, April 3-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Blacks; *Counseling Effectiveness; Counselors; *Females; Graduate Students; Role Playing; Self Concept; Sex Differences; Sex Role; Undergraduate Students; Whites
IDENTIFIERS- *Counselor Effectiveness; Fundamental Interpersonal Relations Orientation

If counselors and other mental health professionals are to improve service delivery to women, research must provide a thorough understanding of the facets of counseling that are most beneficial to women. To help in this endeavor, the relationship between female counselor variables and the evaluation of counseling effectiveness by female clients are explored here. For this study, 7 White American and 12 African American undergraduate students, ages 19-23, role played as clients and were asked to complete 4 person-variable measures. Nineteen White American graduate student counselor trainees, ages 23-41, also completed the measures and were asked to role-play a session with "clients." Results indicate that a feminine sex role was significantly and positively correlated with a more positive self-concept for all "clients" and that no person-variables predicted perceptions of counselor effectiveness. However, counselors' self concept served as a predictor of counselor effectiveness with African American women. Further, feminine sex role and a more engaging interpersonal style were highly correlated with internal locus of control for White American women. Finally, a more interactive interpersonal style was significantly correlated with a more positive self concept for African American women. White American women's highly engaging interpersonal style was significantly correlated with an internal locus of control. Contains 14 references. (MKA)

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Dropout Characteristics; *Family Influence; *Females; Grade 8; High Risk Students; *High School Graduates; *Longitudinal Studies; *Marriage; Mothers; National Surveys; Secondary Education; Socioeconomic Background; Tables (Data)
IDENTIFIERS- National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988, a nationally representative sample of 1988 eighth-graders who were followed up 2 years later in 1990 and again in 1992 and 1994, provides an opportunity to consider how motherhood and marriage were related to the educational attainment of 1988 eighth-grade females. Findings drawn from this report are listed here. (1) By June of 1992, when this cohort of female students was scheduled to complete high school, 11 percent had given birth to at least one child and 5 percent had been married at least once. (2) Being an unwed mother before scheduled graduation was more detrimental to eventual high school completion than getting married before graduation--58 percent of females who had a child before June 1992 but never married had completed high school by 1994, compared with 84 percent who had married after scheduled graduation but did not have children. (3) Approximately 95 percent of females who were neither married nor had children by 1994 (two years after graduation) had completed high school by 1994. Tables and charts depicting these statistics are provided. (MKA)

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English (Second Language); Higher Education; *Reading Comprehension; Reading Instruction; *Reading Strategies; Recreational Reading; *Skill Development; *Student Needs
IDENTIFIERS- *Cognitive Academic Language Learning Approach; Reading Fluency; Reading Uses; *Text Processing (Reading); University of Guam

Reading comprehension means extracting the required information from a written text as efficiently as possible. This paper describes how English as a Second Language (ESL) students can become efficient readers of English, focusing on language proficiency, ESL instructions in a foreign language, and the cognitive academic language learning approach (CALLA). First, the paper considers reading as a skill, like dancing or driving, citing three developmental stages in the acquisition of language reading skills, and states that improved reading in a foreign language cannot be taught simply because proficiency in reading only increases through more reading (Xianlong, 1991). Reading instructions need to relate to the ESL students' background knowledge and culturally defined literacy practices determining factors in the ESL reading performance. The CALLA approach, which combines English comprehension development, content-based ESL, and learning strategies to assist ESL students into mainstream instruction is beneficial for ESL students (with the addition of English literature) in preparing for the Graduate Record Examinations (GRE). The paper notes that the number of ESL students attending colleges and universities in English-speaking countries is increasing and recommends encouraging ESL students to read for pleasure since most school libraries have plentiful supplies of interesting books. The paper also includes sections which touch upon learning English in Japan and the English Language Institute at the University of Guam. Contains 22 references. Tips for teaching reading to ESL students and the CALLA model are appended. (NKA)

English Language Learners; (4) Assessment Accommodations for English Language Learners; (5) Development of Assessment Instruments to Identify English Language Learners; (6) Development of Assessment Instruments To Measure English Language Learners' Native Language and English Language Proficiency; (7) Development of Assessment Instruments for Initial Instructional Placement of English Language Learners in Mathematics and Reading; (8) Development of Assessment Instruments To Measure Academic Achievement of English Language Learners in Mathematics and Reading; and (9) Development of Databases in Evaluation of English Language Learners Programs. Addresses of 15 Comprehensive Regional Assistance Centers and a 53-item bibliography are attached; appendixes contain "A Reader's Own Scoring Guide," the Six-Trait Analytical Writing Assessment Model, and "E.A.R.--Conceptual Framework for the Traits of Competent Oral Communication." (RS)

multifaceted lens includes at least three general systems of evaluation, all of which promote complex thinking. The three systems are general semantics, postmodern feminist philosophy, and the unifying principle of transformation. Each contributes to an understanding of dualism from unique angles. General semantics illumines to what extent dualism influences human language, thought, and actions. Postmodern feminist philosophy reveals how dualism segregates human beings into categories of superior versus inferior beginning with gender identity. The unifying principle of transformation identifies dualistic thinking as one of several phases in social development. Human social organization is radically shifting from linear, replicating patterns, to complex non-linear patterns. Sophisticated information media and worldwide transportation have created a broad base of common information and along with it, a much higher probability of newly combined information, beliefs, ideas, and cultures. Along with this new complex level of adaptability comes cooperation on a global level, a synergism between contrasting beliefs and concepts, inventiveness, social determinism and creative exploration. To thrive in a new century of multiple dimensions, multiple values, multiple directions, and multiple levels requires a deeper understanding of why people think the way they think in order to evolve beyond dualism. (Includes 30 notes; attached is a chart representing "dualism.") (NKA)

School Administration; *School Policy; *Special Education
IDENTIFIERS- Individuals with Disabilities Education Act

The rights and privileges granted by the Constitution were affirmed for special-needs students through passage of the Individuals with Disabilities Education Act (IDEA). However, difficulties can arise when the duty of the school administrator to maintain order, discipline, and a safe environment clashes with special education students' rights to receive a free appropriate public education in the least restrictive environment. Guidelines that school officials can follow when handling out discipline for students with disabilities are provided here. The text offers a point-by-point analysis of discipline policy. It outlines general disciplinary provisions and their effect on special education. The monograph also provides a detailed overview of when it is appropriate to suspend or expel special education students, including a look at manifestation doctrine, providing service during an expulsion, and injunctions to allow school districts to exclude dangerous students. Suspensions are discussed, as well as other disciplinary sanctions available to administrators, such as corporal punishment, alternative placement, and detention. Other issues that are addressed include individualized discipline programs and guns, alcohol, and drugs. Seven appendices offer further information on incident reports, records of disciplinary action, sample individualized disciplinary policy, and other materials. (Includes an index.) (RJM)

Careers. Seventh Annual Business Week Awards for Instructional Innovation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 29p.; For profiles of the same ten schools, see EA 029 111.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Curriculum Development; Educational Improvement; *Educational Innovation; *High Schools; Models; Student Development; *Theory Practice Relationship
IDENTIFIERS- New American Schools

A "New American High School" is a place that prepares students for a global, knowledge-based economy, helping them to be effective citizens, parents, and workers. Case histories are provided for 10 high schools that received awards for instructional innovation. These schools were chosen by the United States Department of Education and the National Center for Research in Vocational Education as leading examples of New American High Schools. This type of school, where students achieve high levels of academic and technical skills, prepares students for college and careers. The schools provide opportunities for learning by doing--in classrooms, in the workplace, or through community service. The students often learn in the context of a career major or other special interests. Students may work with teachers in small schools-within-schools, they may receive extra support from adult mentors, and they typically have the support of a caring community. The profiles examine the schools' philosophies, focusing on what they have done to fashion a curriculum that meets the needs of their students. Career exploration is an important part of these educational philosophies, creating an environment where students learn by doing. (RJM)

disabilities. State profiles provide a snapshot of each state's policies and current practices in assessment, including exemption of students with disabilities, available accommodations, and reporting of scores of students with disabilities. Following the state profiles, key policy and implementation issues are highlighted for students with disabilities, along with suggested strategies for improving state policy and program development related to assessment. Examples of accommodations from state assessment policies that may be useful in developing a student's Individualized Education Program or in designing state polices are also provided. An information brief provides an overview of the role of assessment in educational reform and highlights issues related to the inclusion of students with disabilities in large-scale assessment. A glossary of assessment terminology and contact information for state departments of education and parent centers on disability are included. (CR)

Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Diagnostic Teaching; *Disabilities; Educational Diagnosis; Educational Strategies; Elementary Secondary Education; *Special Education Teachers; Student Needs; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities)

This report discusses the findings of a study that examined the reflections of identified "expert" special educators (n=20) working in a variety of instructional settings with diverse student populations. Special education supervisors were asked to nominate teachers who: (1) had at least five years of teaching experience, (2) were recognized among their peers, parents or the community as being effective teachers, (3) instructed students that generally made excellent progress in achieving their individualized education plan objectives, and (4) were viewed as superior special education teachers. Teachers viewed videotapes of themselves teaching and recalled thoughts or feelings that occurring during the instruction. Results indicate that teachers made frequent use of "instructional diagnosis," in which teachers used extensive content knowledge and the particular knowledge of the student to arrive at a diagnosis. Immediately following the diagnosis, they applied a modification to remedy the learning difficulty that the student was encountering. This procedure was repeated numerous times over the course of the instructional period, with a diagnosis of one student often being made several times in the space of five or ten minutes. This instructional diagnosis did not seem to rely on the category assigned to a student; instead, teachers closely observed the progress of the student, basing their observation on the student's progress, together with their past knowledge of the student. (Contains 35 references.) (CR)

Myles, Brenda Smith; Simpson, Richard L.
Asperger Syndrome: A Guide for Educators and Parents.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Autism; *Behavior Modification; Clinical Diagnosis; Disability Identification; Education Work Relationship; Educational Strategies; Elementary Secondary Education; Evaluation Methods; *Family Relationship; Interpersonal Competence; *Student Evaluation; Student Motivation; *Symptoms (Individual Disorders); Transitional Programs
IDENTIFIERS- *Aspergers Syndrome; Individualized Transition Plans

This book provides basic information about Asperger Syndrome by addressing issues related to the characteristics of the disorder and outlining basic methods to facilitate the growth and development of children and youth with Asperger Syndrome. Chapter 1, "Understanding the Meaning and Nature of Asperger Syndrome," provides the diagnostic criteria for Asperger Syndrome and describes social interaction impairments, speech and communication difficulties, cognitive and academic problems, peculiar sensory stimuli responses, and physical and motor-skill anomalies. Chapter 2, "Assessing Students with Asperger Syndrome," describes norm-referenced measures appropriate for students with Asperger Syndrome, informal assessment, levels of skill acquisition, and translation of assessment results into meaningful procedures. In Chapter 3 "Teaching Academic Content to Students with Asperger Syndrome," the discussion is on characteristics that affect academic performances, effective instructional methods that include using visual strategies and structural strategies, and student motivation. Chapter 4, "Planning for Social and Behavioral Success," presents social skills development and behavior management options available to professionals and families. Chapter 5, "Planning for Life after School," describes transition assessment and a life-plan approach to transition planning. Chapter 6, "Understanding Asperger Syndrome and Its Impact on the Family," presents case studies of families of a child with Asperger Syndrome. (Contains 94 references.) (CR) "global English" expressions used in daily life. The procedure involves (1) listening to the sentence, (2) imitating it, (3) rehearsing individually, (4) transferring the information to cards, separating the English sentence into "sense-groups" and translating it into Japanese, (5) internalizing the sentence structure, (6) transcribing the sentence in a dictation exercise, and (7) sentence use in conversation. Research on comprehensible input, learning readiness, and neuropsychology suggest that this approach will help learners internalize English sentences. (Contains 32 references.) (MSE)

ED 419 384   FL 025 183

Ogane, Masakatsu
Teaching Communication Strategies.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Communicative Competence (Languages); Educational Strategies; *English (Second Language); Foreign Countries; *Interpersonal Communication; *Learning Strategies; Second Language Instruction
IDENTIFIERS- *Communication Strategies; Paraphrase

The teaching of communication strategies to learners of English as a second language is discussed. Definitions of communication strategies are examined, and a working definition is constructed: a technique used to solve problems in reaching a communication goal. The relationships between communication strategies and communicative competence and between communication strategies and learning strategies are considered. Five commonly-used strategies for communication problem-solving (paraphrasing, borrowing from the first language, miming, asking for help, avoiding) are identified, and classroom techniques and specific exercises for teaching them are outlined. The examples offered are intended for teachers of English to Japanese learners. Contains 32 references. (MSE) only three programs matched this expectation. In addition, most respondents desired summer courses, but these were offered in only nine programs. However, most disapproved of standardized instructional materials, and this sentiment was matched by 15 programs. Findings point to the need for further curricular adjustment in the programs. (MSE)

ED 419 406   FL 025 249

Fu, Hongchu
The Interdependency of Language and Literature: An Approach to Teaching Chinese Literature in Chinese.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (45th, New York, NY, April 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; *College Instruction; Course Descriptions; Higher Education; *Instructional Materials; *Language of Instruction; *Literature Appreciation; *Media Selection; Second Languages
IDENTIFIERS- *Chinese Literature

One college teacher's experience with teaching Chinese literature in Chinese is described, focusing on the value of teaching literature in its original language and on the interdependence of language and literature. The course was offered to students with 3 or 4 years of college-level Chinese language instruction. Several considerations in developing such a course are noted: students with better language background appreciate the literature better, and students with lower-level language skills improve them through the study of literature; a literature course differs from a language course in it focus, and offers a different kind of language usage to students; selection of instructional materials is crucial; and at the college level, offering breadth of course coverage is more successful than depth. The instructional materials used in the course are outlined, reasons for their selection are discussed, and the approach taken to both linguistic and literary issues is examined. Finally, considerations in student assessment are examined. (MSE)

NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Environment; Corporate Education; Difficulty Level; *Educational Needs; Educational Strategies; *Grouping (Instructional Purposes); *Instructional Design; Instructional Materials; *Job Skills; Language Skills; Second Language Instruction; Skill Development; *Student Empowerment; *Vocational English (Second Language)
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

The resource materials in this package are designed for use by English language and job training instructors attempting to make their instruction more urgently and comprehensively employment-focused. They are arranged in topical sections, each with an introduction and brief description of how they may be used. Sections address these topics: background information on the Secretary's Commission on Achieving Needed Skills (SCANS) Report, employers' perceptions, and strategies for using the report to teach the designated skills; instructional design and SCANS-influenced lesson plans; classroom management, grouping and involvement strategies; selection and use of instructional technology; supporting students in accepting responsibility for their own learning; assessment and accountability (general issues and self-assessment strategies); designing programs for low-level students; connecting adult education programs to business and industry; and testimonials from teachers and administrators who have been working with strategies presented in this package. The materials may be used as masters for reproduction and adaptation as appropriate. (MSE)

PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Freshmen; Ethnic Groups; Foreign Countries; *Health; Higher Education; *Self Evaluation (Individuals); Sex Differences; Stress Variables; Student Experience; Tables (Data)
IDENTIFIERS- *York University ON

This study examined the self-assessed health status of college freshmen at York University (Ontario, Canada), a large commuter university in metropolitan Toronto, through an end-of-year survey of 1,856 first-year students. Results were compared with responses of undergraduate students at six other Canadian universities and with findings from the 1991 Canadian Social Survey of the self-assessed health of the 18- to 24-year-old population in general. Results indicated that the self-assessed health of York first-year students was lower than that of Canadian undergraduates in general and lower than that of the general population in the 18- to 24-year age category. Possible reasons for this finding is that female students and those of Chinese origin tend to have lower self-evaluated health than other students, and that family, financial, and social stresses may also contribute to lower levels of self-assessed health. Among various first-year experiences, only involvement in sports and classroom involvement appeared to contribute to good self-assessed health. Tables and an appendix provide study details. (Contains 16 references.) (DB)

ED 419 468   HE 031 245

Henderson, Tim M.; Fox-Grage, Wendy
Training Nurse Practitioners and Physician Assistants. How
  Important Is State Financing?
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; Educational
  Finance; Financial Support; Higher Education; National Surveys;
  *Nurse Practitioners; *Physicians Assistants; Program Costs;
  *State Aid
IDENTIFIERS- Virginia

This report identifies issues in state financing of programs to train nurse practitioners and physician assistants and presents findings of a national survey of 51 such training programs. An introductory chapter gives the main arguments for increased use of nonphysician providers of primary health care; this is followed by a chapter on barriers to the development of such training programs, including costly tuition and faculty shortages. The third chapter details the way one state, Virginia, has addressed the issue of training nurse practitioners. Chapter 4 discusses issues for nurse practitioner education, including program expansion and budgetary pressures, and offers a comprehensive definition of the nurse practitioner role. In chapter 5 issues for physician assistant education are examined, including managing program expansion, graduate employment, and program budgetary pressures. A definition of the physician assistant role is included. The sixth chapter briefly describes the national survey in the context of state support for training programs. The survey's results are detailed in the seventh chapter. A concluding chapter notes that state financial support is important to the vast majority of training programs that receive it and that nurse practitioner programs are better supported than physician assistant programs. Appendices include the survey form and a listing of program respondents by state.
(DB)

telecommunications; designing satellites; satellite services; regulations developing competition; telemedicine; network construction; televideo; relational database management systems; broadband services; Asynchronous Transmission (ATM); cellular telephones; interactive advertising; videoconferencing; software opportunities; intelligent agents; collaboration in emergency management communications; submarine cable; and financing the global information infrastructure. (Includes subject index). (AEF)

ED 419 487 IR 018 897

Wedemeyer, Dan J., Ed.; Nickelson, Richard, Ed.
Pacific Telecommunications Council Annual Conference Proceedings (19th, Honolulu, Hawaii, January 19-22, 1997).
PUB DATE- 97
NOTE- 769p.
LANGUAGE- English
EDRS Price- MF05/PC31 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications Satellites; Computer Mediated Communication; *Computer Networks; Developing Nations; Electronic Libraries; Foreign Countries; *Information Networks; *Information Services; Information Sources; *Information Technology; Multimedia Materials; Policy Formation; Satellites (Aerospace); Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- Digital Technology; *Pacific Region; *United States

This PTC'97 volume contains papers presented at the 19th annual conference of the Pacific Telecommunications Council, "Pacific Connections: Policy and Technology in the Information Economy" (1997). Three super-session groupings--industry, policy, and technology--provide attendees with a conceptual foundation from which subsequent concurrent sessions are offered: applications/users, social/cultural, industry, development, technology, and executive focus. This volume offers more than 140 papers, arranged chronologically according to date of presentation. Topics include: network-based currencies; teletext technology and stock markets; telemedicine; interactive communications policies; telecommunications in disaster management; telecommunications in developing countries; global systems regulations; wireless networks; integrated management systems; global connectivity; satellite television; telephone services; multimedia technologies; nationwide research; distance education; electronic tourism; Asynchronous Transmission (ATM) switching systems; electronic banking; competition; strategic international alliances; information economy; rural networks; public telephony; digital television; online services; virtual colleges; technology trends; reinventing education; cellular networks; standards for secure subsea telecommunications cable systems; private investment ventures; intelligent agents; Web searching; outsourcing; and industry development. (Includes subject, country, and author indexes.) (AEF)

Maier, Pat; Barnett, Liz; Warren, Adam; Brunner, David
Using Technology in Teaching and Learning.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Educational Development; Educational Practices; *Educational Technology; Foreign Countries; Higher Education; Instructional Design; Learning Activities; Teaching Methods
IDENTIFIERS- *Technology Integration

The infrastructure for using new technologies is being established in many areas of society and there will be an exploration of their use within the next five years. As providers and users of these technologies, educators and students need an understanding of how technology can enhance the university program. This will inevitably lead to new methods of teaching and learning. This guide looks at the issues involved in integrating these learning technologies within teaching and learning. The book contains activities, case studies, and notes. Topics covered include: educational perspectives; developing new teaching strategies for larger student groups; using computers to deliver teaching and learning resources; and using computers to communicate with and between students. (AEF)

on a design strategy that combined two different instructional technology approaches to teaching and learning in lectures: (1) content-centered, World Wide Web-based hypermedia; and (2) situation-based, stand-alone hypermedia. The digital projection method of hypermedia-assisted lecture materials is described, which uses analog-assisted lecture materials within a conceptual framework incorporating "ecological psychology" and problem situations for learning. Findings are discussed in terms of content selection and presentation design guidelines derived from ecological theories of human learning. Also explored is the usefulness of this study for guiding future enhancements of medical education lecture materials. (AEF)

IDENTIFIERS- *Canada

The Canadian Association of College and Technical Libraries (CTCL) survey was mailed out to 135 CTCL member libraries in February 1996. Results paint a positive picture of the ability of Canadian college and technical libraries to incorporate new technology into their service delivery within a relatively short time frame. Eighty-five libraries (88% of the respondents) indicated that they were providing student and/or staff access to the Internet at workstations in their libraries. Most of the respondents had been offering access for less than one year. The survey revealed that two key issues related to Internet access are: (1) providing effective training for library staff, and (2) finding the resources to meet rising user expectations about services and accessibility in the library. The survey instrument was divided into two main parts. Part One--to be answered by all libraries providing any Internet access to own staff or to students or instructors--focused on general questions about Internet access and services being offered in the library. Part Two--to be answered by libraries that provide Internet access to library staff only--was designed to find out what services are provided and what conditions govern Internet use in libraries where student and instructional staff access is supported. (AEF)

ED 419 550 IR 057 054

Kroe, Elaine; Garner, Patricia; Medina, John; Padgett, Regina
State Library Agencies, Fiscal Year 1996. E.D. Tabs.
PUB DATE- 98
NOTE- 256p.; For fiscal year 1995 report, see ED 410 974.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; Grants; Library Collections; Library Development; Library Expenditures; Library Funding; Library Personnel; Library Services; *Library Statistics; *Library Surveys; State Agencies; *State Libraries; Tables (Data)
IDENTIFIERS- Library Services and Construction Act

This report contains data on state library agencies in the 50 states and the District of Columbia for state fiscal year 1996. The data were collected through the State Library Agencies (STLA) Survey, the product of a cooperative effort between the Chief Officers of State Library Agencies, the United States National Commission on Libraries and Information Science, and the National Center for Education Statistics. This survey is the third in the series. Report highlights discuss results in terms of: governance; allied and other special operations; electronic network development; library development services; service outlets; collections; staff; income; and expenditures. The body of the report consists of 50 tables which present the survey statistics. Appendices include the survey methodology, LSCA Titles I-III Federal allotments, by title and state, recipients of LSCA Titles IV-VIII and/or "other" federal income, and the survey facsimile. (AEF)

ED 419 551 IR 109 129

Haynes, Cynthia, Ed.; Holmevik, Jan Rune, Ed.
High Wired: On the Design, Use and Theory of Educational MOOs.
PUB DATE- 98
NOTE- 342p.; Foreward by Sherry Turkle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; Computer System Design; Computer Uses in Education; Educational Resources; *Educational Technology; Information Technology; Interaction; *Online Systems; Virtual Reality
IDENTIFIERS- *MOOs

MOOs (Multi-User, Object-Oriented Environments), which were designed originally as spaces for online social interaction, are increasingly recognized today for their value as educational tools. This book brings together a diverse group of experts whose contributions help answer questions and dispel myths surrounding MOOs and their use in education. The essays are arranged in a practical sequence, beginning with the context and history of MOOs, followed by more technical essays on how to set up and administer a MOO. Subsequent essays discuss applications for MOOs in education and, finally, provide theoretical explorations of the nature of MOO communities. After a Foreword by Sherry Turkle and introduction by the Editors, the following chapters are provided: (1) "Finding One's Own in Cyberspace" (Amy Bruckman); (2) "Not Just a Game: How LambdaMOO Came To Exist and What It Did To Get Back

ED 419 570 JC 980 261

Andrews, Alice C.; Fonseca, James W.
Community Colleges in the United States: a Geographical Perspective.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational History; *Enrollment; Enrollment Trends; Geography; Government School Relationship; *Institutional Mission; Minority Groups; School Community Relationship; *School Demography; School Role; Student Characteristics; Two Year Colleges; *Vocational Education
IDENTIFIERS- Morrill Act 1862; Virginia

Community colleges have always been strongly tied to their local communities, and arose out of an egalitarian approach to higher education. The Morrill Act of 1862 created the American land grant universities, with an emphasis on practical education in agriculture and technical fields. In addition, a number of private two-year "junior colleges" were established in the United States by the end of the century, and the first public junior college was founded in 1901 in Joliet, Illinois. This booklet details community college history and development from this time, paying special attention to geography and its influence on enrollment. Several U.S. maps, with accompanying text, are included, detailing community college enrollment in fall 1994, enrollment as a proportion of all public undergraduate enrollment, minority students as a proportion of enrollment in community colleges, community college tuition as a proportion of tuition at four-year public colleges, and full-time faculty salaries at community colleges as a proportion of salaries at public four-year colleges. A case study of the Virginia community college system is included to illustrate the development of state-wide systems. Contains 18 references. (EMH)

ED 419 571 JC 980 262

Levesque, Karen; Bradby, Denise; Rossi, Kristi; Teitelbaum, Peter
At Your Fingertips: Using Everyday Data To Improve Schools.
PUB DATE- 98
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; Data Interpretation; Educational Assessment; *Educational Improvement; Educational Innovation; Educational Objectives; *Educational Research; Elementary Secondary Education; Information Needs; Partnerships in Education; Performance Based Assessment

This book discusses how to use everyday data to create strategies for educational improvement in schools. It provides users with a process for building a performance indicator system, identifying the most important aspects of a school's innovational efforts and traps to avoid that may lead to misinterpretation of data. The introduction identifies reasons and processes for developing a performance indicator system.

ED 419 589 PS 026 464

Sharman, Phil, Ed.
Child Support Report, 1997.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Births to Single Women; Child Health; *Child Support; *Child Welfare; *Children; Family Problems; Military Personnel; Needs Assessment; Parent Responsibility; Parents; Predictor Variables; Prevention; State Programs; State Regulation; Welfare Services
IDENTIFIERS- Access to Services; *Child Support Enforcement; Incarcerated Parents; Interstate Child Support; Interstate Cooperation; Noncustodial Parents; Uniform Interstate Family Support Act 1996; Welfare Reform

This document consists of the twelve issues of "Child Support Report" newsletter published during 1997. Monthly issues typically explore problems related to child support enforcement, report on federal and state government child support enforcement initiatives, and summarize research related to child support. Editorials and information on events and conferences of interest and funding opportunities are featured regularly. Major topics during 1997 included: (1) child support payments and child outcomes, noncustodial parents' reasons for failure to pay child support, unintended pregnancies (January); (2) using the Internet to apply for child support, national strategies to prevent teen pregnancy, welfare reform, program collaboration (February); (3) child support/Head Start collaboration, responsible fathering, welfare reform, reciprocity with foreign nations (March); (4) Big 8 Initiative, health insurance, training needs assessments results, Illinois child support, Child Support Recovery Act (April); (5) incarcerated mothers, welfare reform, male/female relationships, military personnel (May); (6) public/private agency collaboration, predictors of child support payments, welfare reform (June); (7) payment processing systems, health care access, military children, federal statistics web site, (July); (8) noncustodial parents, outreach to employers, Uniform Interstate Family Support Act, hotlines for new and expectant mothers (August); (9) community oriented law enforcement, federal/state partnerships, verifying military income (September); (10) new hire and welfare reform deadlines, Ireland and Canada child support laws (October); (11) job training initiatives, child support innovations, Census Bureau report (November); and (12) locating noncustodial parents, welfare reform, child support/domestic violence partnerships, low-income fathers, health insurance (December). (KB)

ED 419 590 PS 026 466

Anderson, Sarah L.; Gramann, Jacqueline A.
Evaluation Results & Final Report for the Preservice Training for Child Care Workers Project.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; Day Care; Early Childhood Education; *Independent Study; *Job Training; Program

ED 419 608 PS 026 520

Baker, Amy C.; Manfredi-Petitt, Lynn A.
Circle of Love: Relationships between Parents, Providers, and Children in Family Child Care.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; *Attachment Behavior; *Caregiver Child Relationship; Child Caregivers; Children; *Day Care; Early Childhood Education; *Family Day Care; Family (Sociological Unit); Friendship; *Love; *Parent Child Relationship; Parents; Trust (Psychology)
IDENTIFIERS- Adult Child Relationship; Caring; *Parent Caregiver Relationship

Children need loving bonds with caring adults to develop trusting relationships, solid self-esteem, and a readiness to learn. This book draws on caregivers' personal experience, as well as interviews and conversations, and questionnaires completed by child care providers to explore the issue of love in child care settings and how family child care providers bond with children in their care and soothe parental fears that their own ties with their children will be weakened. Chapter 1 considers the nature of love for other people's children, including its role in high quality provider-child relationships and risks and taboos associated with such bonds. Chapter 2 examines the formation of the parent-caregiver relationship, considers the role of traditional attitudes toward women, and describes characteristics of satisfying parent-provider relationships. Chapter 3 discusses special circumstances such as working with parents of children with disabilities and gives suggestions for dealing effectively with such circumstances. Chapter 4 looks at redesigning the traditional family circle, maintains that a deep caring relationship between parents and providers is an element of quality care, and examines benefits and problems when personal and professional lines become blurred. Chapter 5 examines how poor quality care teaches negative behavior patterns, damages self-esteem, and ultimately shapes society; and notes the importance of reexamining attachment in the child care setting, revising traditional child care models, and supporting provider-child bonds. Chapter 6 presents recommendations from providers, parents, and other sources for acknowledging the importance of love, including revising provider training, developing strategies to teach parents, and educating other professionals. Contains 71 references. (KB)

ED 419 609 PS 026 521

Why Should We Care about Child Care? Video .
PUB DATE- 98
NOTE- 0p.; Video was produced for the White House Conference on Child Care by New Screen Concepts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Brain; Caregiver Child Relationship; *Day Care; Early Childhood Education; Employed Parents; Family Work Relationship; Infants; Young Children
IDENTIFIERS- Child Care Costs; *Child Care Needs; *Day Care Quality; White House Conference on Child Care

ED 419 626 PS 026 574

McCord, Joan, Ed.; Tremblay, Richard E., Ed.

Preventing Antisocial Behavior: Interventions from Birth through Adolescence.

PUB DATE- 92
NOTE- 391p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Antisocial Behavior; Behavior Disorders; *Behavior Problems; Children; Delinquency; Elementary Secondary Education; *Intervention; Longitudinal Studies; Preschool Education; *Prevention; Program Effectiveness

A variety of approaches to preventing antisocial behavior in children have ranged from infant schools to residential treatment centers, from social training to psychological therapies, with evaluations that have typically been little more than testimonials to current fashions. By introducing experimental approaches to the study of intervention strategies, enduring results can issue even from programs that have failed to achieve their therapeutic goals. This book provides evaluations of prevention experiments for infancy and early childhood, middle years, and adolescence. The chapters include biological, social, emotional, and cognitive approaches. The chapters are: (1) "The Role of Prevention Experiments in Discovering Causes of Children's Antisocial Behavior" (Robins); (2) "Infants at Risk: The Role of Preventive Intervention in Deflecting a Maladaptive Developmental Trajectory" (Booth, Spieker, Barnard, and Morisset); (3) "The Mother-Child Home Program: Research Methodology and the Real World" (Levenstein); (4) "High/Scope Preschool Program Outcomes" (Weikart and Schweinhart); (5) "Social Interactions of Children with Attention Deficit Hyperactivity Disorder: Effects of Methylphenidate" (DuPaul and Barkley); (6) "Parent and Child Training to Prevent Early Onset of Delinquency: the Montreal Longitudinal-Experimental Study" (Tremblay, Vitaro, Bertrand, LeBlanc, Beauchesne, Boileau, and David); (7) "The Seattle Social Development Project: Effects of the First Four Years on Protective Factors and Problem Behaviors" (Hawkins, Catalano, Morrison, O'Donnell, Abbott, and Day); (8) "Building Developmental and Etiological Theory through Epidemiologically Based Preventive Intervention Trials" (Kellam and Rebok); (9) "The Cambridge-Somerville Study: A Pioneering Longitudinal-Experimental Study of Delinquency Prevention" (McCord); (10) "The Interplay of Theory and Practice in Delinquency Prevention: From Behavior Modification to Activity Settings" (O'Donnell); (11) "The St. Louis Experiment: Effective Treatment of Antisocial Youths in Prosocial Peer Groups" (Feldman); (12) "An Experimental Test of the Coercion Model: Linking Theory, Measurement, and Intervention" (Dishion, Patterson, and Kavanaugh); (13) "Sociomoral Reasoning in Behavior-Disordered Adolescents: Cognitive and Behavioral Change" (Arbuthnot); (14) "Theory-Guided Investigation: Three Field Experiments" (Gottfredson and Gottfredson); (15) "Intensive Supervision of Status Offenders: Evidence on Continuity of Treatment Effects for Juveniles and a 'Hawthorne Effect' for Counselors" (Land, McCall, and Williams); and (16) "The Need for Longitudinal-Experimental Research on Offending and Antisocial Behavior" (Farrington). Each of the chapters contains references. (HTH)

ED 419 644 RC 021 507

Jones, Art
Defending the Legitimacy of Outdoor Recreation Programs on College and University Campuses.
PUB DATE- 97
NOTE- 6p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Programs; Higher Education; Outdoor Education; *Program Evaluation; Program Improvement; Use Studies
IDENTIFIERS- *Outdoor Recreation; Program Continuation; *Program Legitimacy; Utah State University

In 1996, as part of the budget review process, Utah State University questioned the legitimacy of the outdoor recreation program in terms of student use, cost, and its role as part of the university mission. A task force was appointed to determine if the Outdoor Recreation Center should continue. This paper discusses program issues investigated by the task force: low student participation rate, lack of participant diversity, unfair competition with local merchants, lack of academic coordination or supervision in credit classes, lack of coordination between the Outdoor Recreation Center risk management plan and the university's insurance risk office, and the need for a more self-supporting budget. Some potential solutions are suggested such as: increasing accuracy in counting students using the program; promoting the program to a broader student base; offering more introductory courses; organizing a student advisory group; renting only to students and faculty; utilizing local merchants as board members; working more closely with academic departments for credit classes; preparing a risk management manual; establishing a plan for employee and volunteer training; promoting standards of care; soliciting grants and gifts; and increasing fees. It is concluded that outdoor recreation programs must remain broad, inclusive, and cost effective, and gain administrative and community support in order to be productive and successful. (SAS)

ED 419 645 RC 021 508

Cochran, Brent
Wilderness Medicine: Considerations of Adventure Travel in Tropical Areas of Latin America.
PUB DATE- 97
NOTE- 40p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adventure Education; *Diseases; Drinking Water; Field Trips; First Aid; Foreign Countries; Health; *Hygiene; Leadership; *Prevention;

ED 419 662 RC 021 538

Kinkead, Joyce, Ed.
A Schoolmarm All My Life: Personal Narratives from Frontier Utah.
SPONS. AGENCY- Utah Endowment for the Humanities, Salt Lake City.; Utah State Univ., Logan.
PUB DATE- 96
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Autobiographies; Diaries; Educational History; *Educational Practices; Elementary Secondary Education; Family Life; Higher Education; *Personal Narratives; Primary Sources; Religious Cultural Groups; Rural Education; *Teachers; *Teaching Experience; *Women Faculty; Womens Education
IDENTIFIERS- Frontier History; *Mormons; *Utah

This book presents edited versions of the personal narratives of 24 Mormon women who taught school in frontier Utah. Drawn primarily from the archives of the Church of Jesus Christ of Latter-Day Saints, the accounts detail the women's lives as Mormons, as pioneers, and as teachers and have been edited to focus on the education of women, descriptions of the teachers and their classrooms, and the influence of their lives outside the schoolhouse. Also included are entries that illuminate how the women's personal lives varied from those of other western teachers. A lengthy prologue provides contextual information on the history of Mormonism, the rhetoric and reality of education in Utah in the first decade of settlement (1847-57), hostilities between Mormons and "gentiles" played out on the battleground of education, the education of Mormon women, teacher training and competency exams, typical curriculum and educational practices, teacher salaries, moral standards, women administrators, marriage and polygamy, and feminism in 19th-century Utah. Each narrative includes introductory background on the teacher and explanatory notes on historical and family events. The teachers, whose lifespans ranged from 1802-80 to 1902-59, are Louisa Barnes Pratt, Laura Farnsworth Frampton Owen, Martha Spence Heywood, Elizabeth Terry Heward, Lucy Meserve Smith Smith, Elmina Shepard Taylor, Lucina Mecham Boren, Lucinda Lee Dalton, Louisa Lula Greene Richards, Martha Cragun Cox, Elizabeth Frances Fellows Critchlow, Eunice Stewart Harris, Cynthia Burnham Fisher, Vilate Elliott, Amy Brown Lyman, Alice Louise Reynolds, Maggie Belle Tolman Porter, May Pierson McCraney Joyce, Florence Morgan McDonald, Mary Hulet Coburn, Alice Laura Iverson Gardner, Luella Wareing Cannon, Matilda Woodbury Ruesch, and Reva Stevens Daniels Smoot. The book includes a bibliography and an index. (SV)

ED 419 663 RC 021 542

Stoddart, Jess, Ed.; Stone, May; Pettit, Katherine
The Quare Women's Journals: May Stone & Katherine Pettit's Summers in the Kentucky Mountains and the Founding of the Hindman Settlement School.
PUB DATE- 97
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Cultural Differences; Cultural Maintenance; Diaries; Educational History; Elementary Education; *Home Economics; *Humanitarianism; Personal Narratives; Rural Education; Rural

ED 419 681 SE 061 393

Resource Materials To Support Your Environmental Education Efforts. EE-TIPS (Environmental Education Technical Information Packages).
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.
PUB DATE- 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Education; Conservation Education; *Curriculum Development; *Ecology; Elementary Secondary Education; *Environmental Education; Learning Activities; *Popular Education; Program Evaluation; *Resource Materials; Workshops
IDENTIFIERS- *Interpretation (Environmental)

This collection gathers together over 50 high-quality materials to support environmental education (EE) curricula. Because each community has unique environmental and educational needs, the guide includes a broad set of educational materials that can be adapted to a variety of settings. The materials can be used to supplement educational activities in biology, reading, and geography or as the basis for specific conservation educational programs concerning soil erosion, water pollution, conservation of biological diversity, and other pressing environmental issues. The guide also contains publications designed to build support for environmental education in local communities and educational systems so that learning about the environment becomes an integral part of the education process. Environmental education resources are organized into nine categories based on requests commonly made by environmental educators. Those categories include: (1) Developing an EE Curriculum; (2) EE for Children Ages 4-14; (3) EE for Teenagers and Adults; (4) EE for Audiences Learning a New Language; (5) Environmental Interpretation; (6) Conducting an EE Workshop; (7) Environmental Issues and Problems; (8) Building Support for EE Programs; and (9) Finding Out If Your EE Program Actually Works. The annotated bibliography describes the resources listed in the first section plus additional environmental education materials such as workbooks, newsletters and magazines, teachers' manuals, and guidebooks. (PVD)

ED 419 682 SE 061 394

Lawrenz, Frances; Huffman, Douglas
Scope, Sequence & Coordination: 9th and 10th Grade Science. Supplementary Evaluation Report, December, 1997.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Research; Classroom Techniques; *Educational Environment; Grade 10; Hands on Science; High Schools; *Inquiry; Instructional Innovation; *Science Course Improvement Projects; *Science Education; Student Attitudes; *Student Centered Curriculum; Student Reaction
IDENTIFIERS- National Science Education Standards; *Scope Sequence and Coordination

ED 419 701 SE 061 428

Sarquis, Mickey, Ed.
Chain Gang--The Chemistry of Polymers. Hands-on Science Activities for Grades 4-12. Science in Our World, Volume Five.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 159p.; Developed in collaboration with Quantum Chemical Co.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Consumer Education; Educational Strategies; Elementary Secondary Education; General Science; *Hands on Science; Partnerships in Education; *Polymers; Relevance (Education); *Science Activities; Science Curriculum; Science Education; Teaching Guides

This monograph focuses on the chemistry of polymers and enables teachers to introduce their students to the concepts and processes of industrial chemistry and relate these concepts to the consumer products students encounter daily. This teacher resource module is organized into sections that provide information on how to use the resource module, how to use the activities in the classroom, background information for teachers, and related activities and demonstrations. The activities and demonstrations include: explorations on identifying plastics; the rubber band stretch; putting a needle through a balloon; a stretch test; water soluble plastics; making a polyester; nylon 6-10; making polyvinyl alcohol fibers; comparing paper, polyethylene, and tyvek; producing ethylene from common materials; making rubber bands; and painting with elastomers. (DDR)

ED 419 702 SE 061 432

Sarquis, Mickey, Ed.
Bringing Industry-Based Science into the Classroom. PACT Ambassador Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Educational Strategies; Hands on Science; High Schools; *Paraprofessional Personnel; *Partnerships in Education; *Science and Society; Science Curriculum; *Science Education; Two Year Colleges; Undergraduate Study

This "Ambassador" guide is a product of the Partners for the Advancement of Chemical Technology (PACT) Ambassador program that began in 1995. The purpose of this program is to bring industrial scientists and technicians into high school and two-year college classrooms to expose students and teachers to issues faced in the industrial workplace and laboratory. This guide is meant to provide direction to any industrial scientist or technician, college chemistry instructor, or high school teacher interested in starting such a program. It contains information about PACT, sample Ambassador programs, sample program materials, planning guidelines, a student evaluation,

ED 419 721 SO 027 283

Birzea, Cesar
Education for Democratic Citizenship Consultation Meeting. General Report.
PUB DATE- 96
NOTE- 80p.; This report provided the basis for the consultation meeting on "Education for Democratic Citizenship" in Strasbourg, June 24-25, 1996.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Democracy; Elementary Secondary Education; Foreign Countries; *Global Education; International Cooperation; *International Education
IDENTIFIERS- Council of Europe (France); Europe

This collection of educational documents, technical reports, legislative documents, and summaries from a variety of areas of education for democratic citizenship was assembled for the consultation meeting in Strasbourg, France. These documents formed a foundation for the work of the meeting and a future project dealing with civics education in schools and adult education in the European countries represented. The report is structured in three parts. The first part seeks to explain the political context of the new project, emphasizing its place within the overall activities of the Council of Europe. The second part deals with education for democratic citizenship with conceptual clarifications in terms of the most closely related concepts of civics education, civil education, and human rights education. The third part of the report aims to group the proposals concerning the new projects by covering the several aspects of needs, objectives, target groups, expected results, key issues, working methods, and evaluation. (EH)

ED 419 722 SO 027 389

Clay, Rebecca
Education Projects Idea Book: A Guide for Volunteers.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizenship Education; *Community Services; Elementary Secondary Education; Experiential Learning; Public Service; School Community Programs; School Community Relationship; *Service Learning; *Student Participation; *Volunteers

This idea book comes from projects undertaken by American Association of Retired Persons (AARP) chapters and state and local retired teachers associations around the United States. The projects described range from simple acts performed by one volunteer to elaborate schemes funded by corporations, from involvement in existing programs to the establishment of new ones. The book is loosely organized by the ages of the people served. Projects devoted to school age children are introduced first, followed by those targeting adults to those promoting lifelong learning. Each chapter introduces a general area of

ED 419 744 SO 028 776

Lacey, Bill
Greeks: A Simulation of the History and Culture of Ancient Greece.
PUB DATE- 89
NOTE- 176p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Cooperative Learning; Decision Making; Elementary Secondary Education; Foreign Countries; Learning Strategies; Simulation; Social Studies; Teaching Guides; Teaching Methods; *Western Civilization; World History
IDENTIFIERS- *Greece; *Greek Culture

This simulation allows students to learn about and participate in many of the aspects of ancient Greek life that have influenced present institutions and way of life. The phases of the unit include: (1) academy; (2) assembly; (3) Acropolis; (4) Theater; (5) Olympics; (6) Symposium; (7) Festival; and (8) Panhellenic Quiz Bowl. Each stage of play involves completion of tasks related to the topic. Students compete against each other in teams while making decisions about how they will execute the choices they have made in their exploration of Greek culture and history. Suggestions are included for modifying the unit for shorter periods of time. (EH)

ED 419 745 SO 028 777

Plantz, Connie; Callis, Janette M.
Pacific Rim: A Simulation of a Race through the Western Pacific Rim Countries, Developing Awareness of Their Lands, Peoples, and Customs.
PUB DATE- 95
NOTE- 76p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Cooperative Learning; Decision Making; Elementary Secondary Education; Foreign Countries; *Geography; Learning Strategies; *Non Western Civilization; Simulation; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Pacific Rim

This simulation allows students to learn about the lands and customs of the people living in the countries found along the western rim of the Pacific Ocean. The class is divided into eight teams. The phases of the unit include: (1) research; (2) activities; (3) race; and (4) summing up and festival. Each stage of play involves completion of tasks related to the topic. Students compete against each other in teams gaining as many points as possible and visiting each of the countries of the Pacific Rim. Suggestions are included for modifying the unit for shorter periods of time. (Includes a student guide.) (EH)

ED 419 746 SO 028 778

ED 419 769 SO 029 047

Amundson, Kristen J.
Destination: Kyrgyzstan. Study Guide.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cross Cultural Studies; Cultural Awareness; Elementary Secondary Education; Ethnic Studies; Foreign Countries; Foreign Culture; Geographic Concepts; Geography Instruction; *Global Education; Human Geography; International Education; *Multicultural Education; Physical Geography; Social Studies; Teaching Guides; *World Geography; *World History
IDENTIFIERS- Asia; *Kyrgyzstan; Peace Corps; World Wise Schools

This guide offers a closer look at the newly-independent nation of Kyrgyzstan. The teaching materials focus on the history and culture of the nation, emphasize the influence of physical geography on culture, and explore the diversity found in this small country. Each lesson includes the geography standards linked to the activity, objectives, materials needed, background materials, procedure, extension activities and activity sheets. The activities are divided by grade level. Activities for grades 3-5 include: (1) "Where in the World is Kyrgyzstan?"; (2) "What's It Like to Live in Kyrgyzstan?"; (3) "Hats Here and There"; (4) "Who's a Nomad?"; and (5) "What's in a Name?" Activities for grades 6-9 focus on: (1) "Kyrgyzstan Identified"; (2) "Kyrgyzstan Up Close"; (3) "Understanding Characteristics of Kyrgyz Population"; (4) "Islam in Kyrgyzstan"; and (5) "Hospitality Traditions in Kyrgyzstan." Activities for grades 10-12 include: (1) "Kyrgyzstan's Transition from a Centrally-Planned Economy to a Market-Driven Economy"; (2) "The Manas Poem"; (3) "A History of Kyrgyzstan"; and (4) "Destination Kyrgyzstan." Maps and a 52-item resource list are also included in the booklet. A video tape accompanies the lessons. (EH)

ED 419 770 SO 029 101

Update on Law-Related Education, 1997.
PUB DATE- 97
NOTE- 189p.; For the 1996 issues, see ED 406 298.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Civil Law; Civil Liberties; Conflict Resolution; *Constitutional Law; Criminal Law; Democratic Values; Due Process; Elementary Secondary Education; Federal State Relationship; Instructional Materials; International Law; Justice; *Law Related Education; Social Studies
IDENTIFIERS- American Bar Association; *United States Constitution

This document consists of 3 volumes of a serial devoted to law-related education (LRE) offering background information on a wide range of legal issues and teaching strategies for LRE. The title themes for the three volumes include "International Law," "Crime and Freedom," and "Civil Law". Background articles are provided along with teaching materials on a variety of topics,

ED 419 789 SP 037 953

Caswell, Beverly; Lamon, Mary
Development of Scientific Literacy: The Evolution of Ideas in a Grade Four Knowledge-Building Classroom.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Computer Uses in Education; Cooperative Learning; *Elementary School Science; Elementary School Students; Foreign Countries; Grade 4; Intermediate Grades; Knowledge Level; *Science Education; *Scientific Literacy; Teaching Methods
IDENTIFIERS- Canada; *Knowledge Development

This study describes cognitive and social aspects of children's development of scientific literacy in a Schools For Thought (SFT) classroom. SFT is an educational reform project that applies cognitive research about the active, reflective, and social nature of learning into classroom practice. Participants were fourth graders from a university-affiliated laboratory school. Researchers focused on the 1996-1997 school year, which was the school's first introduction to CSILE (Computer Supported Intentional Learning Environment) and SFT. They also highlighted the 1997-1998 year, with the new version of CSILE: Knowledge Forum. The school year science focus was biology, specifically the Giant Madagascan Hissing Roach. Beginning with sustained investigation of the cockroach, students progressed into studying adaptation, evolution, learning, and perception. Development of their scientific thinking became visible via the CSILE/Knowledge Forum technology. Data analysis included videotapes of students working, student interviews, students' written work in CSILE/Knowledge Forum, and students' research journals. Researchers examined the changing nature of the social construction of knowledge across the SFT years and in comparison to the unit conducted in the previous year. Students were very successful in their learning. The use of CSILE and Knowledge Forum provided support for students' thinking and learning, and motivated students to write. Students became experts in their areas of interest. The progression of students' thinking led many along paths similar to those of scientists working in the same areas of study. (Contains 11 references.) (SM)

ED 419 790 SP 037 954

Fan, Lianghuo; Kaeley, Gurcharn S.
Textbooks Use and Teaching Strategies: An Empirical Study.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Cooperative Learning; Educational Technology; *Mathematics Instruction; Secondary

ED 419 806 SP 037 970

Rand, Muriel K.
The Role of Perspective Taking in Video Case Analysis by Preservice Teachers.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; *Perspective Taking; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Videotape Recordings
IDENTIFIERS- Case Analysis

This study examined the role that perspective taking played in preservice teachers' perceptions and analysis of a video teaching case. Participants were 84 preservice teachers from various course levels (introductory courses, methods courses, and student teaching courses). The preservice teachers were asked to take the perspective of either the teacher or a student while watching a video case of a classroom science lesson. Next, they rated the teacher and discussed four factors influencing their rating (teacher's personality, teaching methods, classroom management, and student variables). Results indicated that changes in presentation method of teaching cases could affect the analysis of a case. There were no main effects for condition. There were significant effects for course level and for the interaction. Participants at the student teacher level rated the teacher significantly lower than did students in the other two levels. There were no differences between the students in the other two course levels. There were differences between student-perspective and teacher-perspective conditions. Participants in the student condition used more teacher personality, classroom management, and student variables to determine their ratings than participants in the teacher condition. The teacher-perspective participants used teaching methods variables more to determine their ratings. (Contains 9 references.) (SM)

ED 419 807 SP 037 973

Hirsch, Eric
Teacher Policy: A Summary of Current Trends.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Academic Achievement; *Educational Legislation; *Educational Policy; Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Politics of Education; Preservice Teacher Education; State Legislation; Teacher Certification; Teacher Effectiveness; Teacher Salaries; Teachers; Tenure

This report outlines current research on teacher policy, summarizes legislation from the 1997 legislative session, and forecasts teacher policy trends for 1998. The report is intended to assist states in examining and improving teacher policies by providing information about how other states have approached the issue. Current research demonstrates that

ED 419 825 TM 028 400

Landa, Lev N.
Landamatics Instructional Design Theory and Methodology for Teaching General Methods of Thinking.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Teaching; Elementary Secondary Education; *Generalization; *Instructional Design; *Problem Solving; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Landamatics

This paper demonstrates how to design an instructional process aimed at teaching general methods of thinking, using the Landamatics theory and methodology. Landamatics is not a collection of lesson plans, but rather a general method of approaching the design of any effective course of instruction or any lesson plan. The method formulates general procedures to apply to teaching any specific knowledge and any cognitive process. Analysis of the problems many students have in being able to solve problems similar to those they were taught is that they have not been taught a general method of reasoning as a system of general instructions. In contrast to the empirical generalizations formed in the minds of student who have had conventional instruction, the Landamatics approach forms reliable, scientific, concept-congruous generalizations. This is illustrated through the example of teaching students to recognize right triangles. Several strategies are available to the teacher. One is to lead the students to make independent discoveries of the concept and the method of applying it. Another is to give the students all the information possible about the concept, and a third is to combine these two approaches. The teacher's strategy is chosen according to the objectives desired, but the first strategy appears to be the most valuable. Central to the Landamatics method are getting students to discover and realize the system of mental operations involved in the application of the concept and its definition, and then getting them to formulate a corresponding system of instructions. Providing practice and opportunities for the internalization of the method also follow in the Landamatics approach. This will bring about automatization of the mental operations of the method. Generalizations of this approach through several forms result in a method that can be applied to concepts with different logical structures of their characteristic features. Advantages of this general method are discussed. (Contains 4 tables, 3 figures, and 11 references.) (SLD)

ED 419 826 TM 028 401

Wright, Benjamin D.
Rasch Model Explanations videotape .
PUB DATE- 98
NOTE- 0p.; Videotape only available in U.S. VHS NTSC format. Includes old black and white material.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Speeches, Conference Papers,

ED 419 845 TM 028 421

Carrasquillo, Angela; Rodriguez, Judy
Measuring Success in Bilingual Education Programs: Case Studies of Exemplary Practices.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Case Studies; Curriculum; Educational Environment; Elementary Secondary Education; *Instructional Leadership; Interviews; Parent Participation; *Program Effectiveness; Program Evaluation; Self Esteem; *Success; *Teacher Expectations of Students; Urban Schools
IDENTIFIERS- New York City Board of Education

The factors or variables that contribute to the academic success of limited English proficient students in three schools in New York City were studied. Researchers studied two elementary schools and one high school with successful bilingual education programs. A team of five researchers visited the schools, observed bilingual classes, interviewed bilingual students and their teachers, administrators, and parents, analyzed test data and other academic records, and evaluated student work. Teachers also completed questionnaires about the programs. Results indicated that each school has its own unique characteristics, but that 10 areas were present in all 3 schools: (1) positive school climate; (2) an administration with leadership and commitment to bilingual education; (3) teachers' high expectations of students; (4) teacher effectiveness and empowerment; (5) clearly defined curricula; (6) extracurricular and co-curricular activities; (7) high student self-esteem and expectations of themselves; (8) academic growth; (9) satisfactory attendance; and (10) parental involvement. In the successful programs, teachers, administrators, and other school personnel are constantly questioning their techniques and academic support to the bilingual program. (Contains 11 references.) (SLD)

ED 419 846 TM 028 422

Yasar, Sefik
Evaluation of Educational Programmes in Turkey.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Educational Research; *Elementary Secondary Education; Evaluation Methods; Foreign Countries; Formative Evaluation; *Government Role; *Higher Education; Preschool Education; *Program Evaluation; Summative Evaluation; Vocational Education
IDENTIFIERS- *Turkey

The educational system of Turkey and educational evaluation

ED 419 862 UD 032 335

Gordon, Don E.; Shafer, Jesse R.
Practical Approaches to Achieving Student Success in Urban Schools. Publication No. 96-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; *Educational Innovation; Educational Research; Elementary Secondary Education; High Risk Students; *House Plan; Inner City; Models; *School Restructuring; Special Education; Tables (Data); *Urban Schools
IDENTIFIERS- *20 20 Analysis

The three papers in this collection provide testimonial descriptions of the power of successfully implemented innovative procedures to advance the academic achievement of students whose life circumstances place them at risk of academic failure. In the first article, "20/20 Analysis: A Citywide Computer-Based Application," David J. Heistad and Maynard C. Reynolds present 20/20 analysis as an alternative to prevailing practices in establishing the eligibility of students for special education and related services. It is argued that a major fault with current classification systems is that, because school districts are able to draw special education funds when students are placed in special education programs, financial incentives are limited to inputs only. In contrast, 20/20 analysis is an output-oriented approach to identifying students in need of special services. In the second paper, "Effective School Responses to Student Diversity in Inner-City Schools: A Coordinated Approach," Margaret C. Wang, Jane Oates and Nancy Weishew describe the successful implementation in three inner-city schools of the Learning City Program, a school restructuring model based on meeting the needs of the diverse populations schools are increasingly serving. The last paper, "Organizing Schools into Smaller Units: Alternatives to Homogeneous Grouping," by Diana Oxley, details the efforts of two schools (one in Philadelphia, Pennsylvania, and one in Germany) to organize into smaller units as a means of creating more stable, intimate, and supportive contexts for teaching and learning. A key benefit to such small-unit schooling is that teachers become organized around the students themselves, instead of around parts of the curriculum. Each paper contains references. (Contains 11 figures and 6 tables.) (SLD)

ED 419 863 UD 032 336

Oates, Jane; Flores, Ruben; Weishew, Nancy
Achieving Student Success in Inner-City Schools Is Possible, Provided... Publication Series No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 419 878 UD 032 355

Coffield, Frank, Ed.
A National Strategy for Lifelong Learning.
PUB DATE- 96
NOTE- 201p.; Papers presented at a conference titled "Research on Lifelong Learning: Implications for Policy and Practice" (Newcastle, England, November 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Continuing Education; *Educational Policy; Foreign Countries; *International Education; *Lifelong Learning
IDENTIFIERS- United Kingdom

The first paper of this set of 12 conference papers, "Nine Learning Fallacies and Their Replacement by a National Strategy for Lifelong Learning," by Frank Coffield, synthesizes the opinions of other participants, and goes beyond them to set forth an outline of a strategy for lifelong learning in the United Kingdom. Following this introductory discussion, the following papers are included: (1) "Lifelong Learning and Learning Organizations: Twin Pillars of the Learning Society" (Lynne Chisholm); (2) "Lifelong Learning for All: International Experience and Comparisons" (Thomas Healy); (3) "The Policy of UK Government on Lifelong Learning" (Nick Stuart); (4) "A Tale of Three Little Pigs: Building the Learning Society with Straw" (Frank Coffield); (5) "The European Union and the Learning Society: Contested Sovereignty in an Age of Globalization" (John Field); (6) "Relations between Human and Social Capital" (Tom Schuller); (7) "Adult Participation in Learning: Can We Change the Pattern?" (Veronica McGivney); (8) "Employee Development Schemes: Panacea or Passing Fancy?" (Malcolm Maguire); (9) "Adult Guidance and the Learning Society: The Marketization of Guidance Services in the UK, France, and Germany" (Teresa Rees, Will Bartlett, and A. G. Watts); (10) "Employability versus Employment: The Individual and Organizational Challenge" (Brian Cooper); and (11) "Japan as a Learning Society: An Overall View by a European Sociologist" (Paolo Trivellato). Attachments provide notes on contributors and a list of conference participants. Each paper contains references. (Contains three tables and seven figures.) (SLD)

ED 419 879 UD 032 356

McKenzie, Ray D.; Johnstone, Adrienne
African-American Student Response to Images of African-Americans in Children's Picture Books.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; Childrens Literature; *Elementary School Students; Grade 5; *Imagery; Intermediate Grades; *Picture Books; Racial Bias; Racial Differences; *Stereotypes; *Student Attitudes
IDENTIFIERS- African Americans

This study investigated African-American student response to images of African-Americans in picture books. Study participants included 20 fifth-grade students, 9 girls and 11

Wisconsin, Madison, which focused on the strengths and resources of minority families. They represent an effort to share knowledge that can be used for the design of ethnically and culturally sensitive family services. The three chapters in Part I, "Overview and Theory," address theoretical issues and issues related to multiple ethnic groups. The introductory chapter gives an overview of theoretical developments on the Resiliency Model of Family Stress, Adjustment, and Adaptation. Authors of these chapters apply a resiliency framework to explorations of educational outcomes for students of different racial and ethnic backgrounds. Part II, "Native Americans," focuses on resiliency issues faced by Native Hawaiians and Native American Indians in seven chapters. In each case, the relationships of cultural, political, and situational factors and the resilient adaptation of families are explored in the context of the group's cultural heritage. Part III, "Immigrant Americans," contains 11 chapters that investigate the resilient factors specific to racial and ethnic immigrant families. This part is divided into sections on Asian Americans and Latino/Hispanic Americans. Among the themes explored are intergenerational support and the transmission of cultural heritage. Other chapters apply a resiliency perspective to discussions of caregiving, coping, and the availability of community and social support services. Each chapter contains references. (Contains 36 tables and 17 figures.) (SLD)

ED 419 897 UD 032 374

Singelis, Theodore M., Ed.
Teaching about Culture, Ethnicity, & Diversity. Exercises and Planned Activities.
PUB DATE- 98
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Curriculum Development; *Diversity (Student); *Ethnicity; High Schools; Higher Education; Instructional Materials; *Lesson Plans; *Teaching Methods; Units of Study

This book is a resource for teachers that contains 28 exercises and planned activities designed by individual authors that can be used to teach about culture, ethnicity, and diversity. The exercises and activities are appropriate for graduate, college, and even advanced high school students in such classes as cross-cultural psychology, intercultural communication, sociology, social work, anthropology, ethnic studies, women's studies, and education. In addition to being a source of exercises, the book also provides summaries of a variety of research-based concepts that are key to understanding the influences that culture, ethnicity, and diversity have on human thinking. Each chapter begins with a brief essay presenting the main concepts that are illustrated or emphasized in the exercise. These concept summaries are appropriate research literature and include a reference section for teachers and students. Part I contains eight exercises that require more than one class period to complete. These exercises vary in their focus from ethnography to time and include an exercise that focuses on disability. Part II contains eight exercises dealing with the behavioral outcomes of cultural differences or cultural contacts.

at Me" (Pavel Curtis); (3) "How To MOO without Making a Sound: A Guide to the Virtual Communities Known as MOOs" (Jorge R. Barrios and Deanna Wilkes-Gibbs); (4) "MOO Educational Tools" (Ken Scheweller); Taking the MOO by the Horns: How To Design, Set Up, and Manage an Educational MOO" (Jan Rune Holmevik and Mark Blanchard); (6) "Day-To-Day MOO Administration and How To Survive It" (Shawn P. Wilbur); (7) "HELP! There's a MOO in this Class!" (Cynthia Haynes); (8) "At Home in the MUD: Writing Centers Learn To Wallow" (Eric Crump); (9) "Defending Your Life in MOOspace: A Report from the Electronic Edge" (Dene Grigar and John F. Barber); (10) "The Play's the Thing: Theatricality and the MOO Environment" (Juli Burk); (11) "Bodies in Place: Real Politics, Real Pedagogy, and Virtual Space" (Beth Kolko); (12) "(Non)Fiction('s) Addition(s): A NarcoAnalysis of Virtual Worlds" (Diane Davis); (13) "Of MOOs, Folds, and Non-Reactionary Virtual Communities" (Victor J. Vitanza); (14) "Songs of Thy Selves: Persistence, Momentariness, Recurrence and the MOO" (Michael Joyce); and an appendix, "MOO Central: Educational, Professional, and Experimental MOOs on the Internet" (Jeffrey R. Galin). (AEF)

ED 419 552   JC 980 202

Natal, Dottie
On-Line Assessment: What, Why, How.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Technology Education Conference (Santa Clara, CA, May 6, 1998). Examples of tests from this paper can be found at http://www.imagenmm.com/testing/
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Testing; Computer Networks; Computer Software; *Computer Uses in Education; Educational Technology; Evaluation Methods; Feedback; Internet; *Student Evaluation; *Test Construction; Two Year Colleges
IDENTIFIERS- *HTML

Recent increases in the speed and accessibility of computers and networks have made it possible to administer tests on-line. On-line assessment can be conducted in a controlled setting, such as a testing center, or distributed over local area networks or the Internet to libraries and student homes, allowing students the flexibility to complete tests as their schedules permit. While on-line tests can contain virtually any type of question, the easiest test to develop are true/false, fill-in-the-blank, and multiple choice formats. Advantages of on-line tests include time savings for instructors and students, as well as increased learning opportunities for students in that the tests offer immediate feedback and do not take up class time. There are disadvantages to on-line testing for students, however, including the problem of procrastination, the lack of universal computer access and skills, and less flexibility in test-taking strategies. Disadvantages also exist for teachers, including problems with security and computer hardware, and issues related to "debugging" testing programs to ensure correct feedback and scoring. Tools for developing on-line tests include basic Hypertext Markup Language (HTML) with hyperlinked answers; HTML forms with Perl, CGI, or Personal Home Page (PHP) scripts to send feedback to students and commercial test development software. Sample HTML and PHP source code and test

The next section, "Getting Started," discusses how to assemble a team of education stakeholders, and explains the benefits of collaborative work as opposed to individual efforts. The following sections discuss the various steps in creating a performance indicator system and utilizing educational data, including: (1) establishing goals; (2) identifying related outcomes, practices, and inputs; (3) determining data sources and indicators; (4) examining the data; (5) setting performance targets; and (6) monitoring performance over time. Each section provides worksheets for user input, with duplicate worksheets at the end of the book. Appendices include a discussion on stakeholder groups, a sample invitation letter and agenda, and resources for developing new data sources and data collection instruments. Contains 43 references. (YKH)

ED 419 572 JC 980 268

Maldonado, Carmen
Tuition Assistance Program (TAP) at ASA Institute of Computer and Business Technology, Inc. Audit for 1991-1992 through 1993-1994 Academic Years. Report 95-T-5 (Revised).
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audits (Verification); Community Colleges; *Compliance (Legal); Educational Finance; *Student Financial Aid; *Tuition Grants; Two Year Colleges
IDENTIFIERS- New York; Office of the State Comptroller NY

In an audit of the records and procedures for ASA Institute of Computer and Business Technology, Inc. (ASA), the New York Office of the State Comptroller determined that ASA was overpaid $696,352 because school officials incorrectly certified certain students as eligible for Tuition Assistance Program (TAP) awards. This error was discovered using a statistical sample of 103 randomly selected awards from the 1,896 awards the school certified during the 3-year period ending June 1994. From the statistical sample, 44 awards totaling $45,738 were disallowed, and using a 95% confidence level, statistical projections were made to determine the total amount overpaid to the school. In response to ASA objections to the audit and its claims, this document serves to clarify the reasons that some disallowances were dropped and others retained. Disallowances from the audit resulted from students who graduated without meeting requirements, students who did not graduate and did not attend school full-time, or had insufficient course hours, excessive make-up class hours, and courses missing less than 10% of State Education Department (SED)-approved hours. Recommendations include recovering the $696,352 plus interest incorrectly paid to the school, and ensuring that ASA complies with state mandates. (YKH)

ED 419 573 JC 980 269

Strategic Plan for Information Technology.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Cost Effectiveness; Educational Improvement; Educational Innovation; Educational Planning; *Educational Technology; Information Systems; *Information

Evaluation; Training Methods
IDENTIFIERS- Caregiver Attitudes; *Caregiver Training; Texas

Recent changes such as declining economic status of families and large-scale employment of women have resulted in increased utilization of child care services and the need for qualified child care providers. This study evaluated the Preservice Training for Child Care Workers programs' ability to meet the training needs of rural Texas child care providers. The 8-hour training program combined 21 resources consisting of videotapes and readings, to create an interactive self-study kit with a program manual. Areas covered were developmental stages, age-appropriate activities, positive guidance, fostering self-esteem, health and safety, positive interactions, supervision, and abuse/neglect. The self-study kit was implemented in a pilot study with 70 learners in 27 Texas counties from January to June 1997. Learners checked out the self-study kits for use from county Cooperative Extension agencies. In addition to pre- and posttest evaluations completed by learners, a telephone survey was conducted with 24 county Extension agents, 6 licensing representatives, and 18 child care directors who provided the kit to learners. Findings indicated that all involved with the project rated the training useful and understandable. Survey participants rated the self-study kit 97 percent understandable and 100 percent useful, while learner participants rated the kit 100 percent understandable and useful. Seventy-five percent of survey participants found that the interactive aspects made the kit more usable. The program manual was rated as excellent or good by all survey participants who were familiar with it. All the learners agreed that the training helped them understand their role as a child care worker. (Contains eight figures, six tables, four references, and two appendices that list open-ended responses from participant learners and survey respondents.) (KB)

ED 419 591 PS 026 469

Smith, Stephen J.
Risk and Our Pedagogical Relation to Children: On the Playground and Beyond. SUNY Series, Early Childhood Education: Inquiries and Insights.
PUB DATE- 98
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Children; Developmental Stages; Educational Environment; Foreign Countries; Maturity (Individuals); Motor Development; Parent Child Relationship; Phenomenology; *Playground Activities; *Playgrounds; Psychomotor Skills; *Risk; Safety; Security (Psychology); Self Esteem; Skill Development; *Teacher Student Relationship; Theories
IDENTIFIERS- Adult Child Relationship; Anecdotes; Challenge; Child Safety; Educational Encouragement; Encouragement; *Risk Taking; *Risk Taking Behavior

This book uses the playground as a reference point for a phenomenological examination of risk in children's lives and the development of a pedagogy of risk. Chapter 1 defines risk and discusses the use of anecdotes as a methodological device. Chapter 2 examines how considering risk as challenge and adventure leads to questions concerning adults' relationship to children and enabling children to take risks in relative safety. Chapter 3 examines adults' actions with children and

Produced as a touchstone for the White House Conference on Child Care, this brief video (5 minutes) presents a collage of voices speaking on the need for quality child care. The voices include those of parents, physicians and child development experts, and child care workers. Among the threads touched upon by these voices are working mothers, the need for stimulus for early brain development, the relationships children form with caregivers, the effects of good child care and repercussions of poor care, affordability, the role of business in supporting child care, and the benefits of quality child care to the community. (HTH)

ED 419 610 PS 026 522

Hewlett, Sylvia Ann; West, Cornel
The War against Parents: What We Can Do for America's Beleaguered Moms and Dads.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Child Rearing; Child Welfare; Economic Factors; Family Needs; Family (Sociological Unit); Family Work Relationship; *Government Role; Parent Attitudes; Parent Child Relationship; *Parent Empowerment; Parent Rights; *Parents; *Public Policy; *Well Being
IDENTIFIERS- *Family Support; Historical Background

The result of a unique collaboration between a black male and white female whose disparate backgrounds held numerous commonalities, this book examines the detrimental effects of the current market economy and negligent public policy on the well-being of American families. The first section of the book narrates the authors' working-class family backgrounds, highlighting the strength of their families and of the roles their parents played. The impact of government policies which helped sustain their strong family units is also examined. This section also highlights the current state of parenting and families, and how government, business, and the wider culture not only fail to support the efforts of parents and families, but often actively undermine those efforts. The second section details the attacks on the family waged by these three entities. The third section explores the particularly detrimental results of these attacks on fathers--how the three entities have disabled fathers from fulfilling their role, and the influence of groups such as "Promise Keepers" and "Nation of Islam" in restoring the faith and self-determination men have been stripped of. The fourth section examines how to reweave the web of care in our nation, detailing a poll of parents' political priorities which showed remarkable continuity across race and socioeconomic class, and how far afield the priorities of politicians are from those of parents. This section also details a "Parents' Bill of Rights"--a pragmatic, programmatic agenda to serve as a framework for a parents' movement, devised by the Task Force on Parent Empowerment which the authors chaired. The book's appendices provide a detailed analysis of the parent survey as well as tables of relevant data. Extensive notes for each chapter are included. (HTH)

ED 419 627 PS 026 575

Sackett, Jesse; Chun, Ho
How Are the Classroom Behaviors of Students with Chronic Behavior Problems Related to Their Perceptions of Teacher "Coolness?"
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; High Risk Students; Intermediate Grades; Junior High Schools; Middle Schools; *Student Attitudes; *Student Behavior; Teacher Attitudes; Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Cool (Attitude); *Middle School Students

A study sought to determine whether there is any relationship between a child's classroom behavior and his or her perceptions of the teacher as being "cool" or "uncool." Observations were conducted of five middle school students exhibiting chronic behavior problems. Students were surveyed as to which teachers they regarded as "cool" and "uncool" and why; observations of each child with his or her "cool" and "uncool" teachers were conducted. Teachers were also surveyed as to classroom behavior. Findings indicated that in four out of five cases, students showed marked behavior improvement when they were with a "cool" teacher. In one of five cases there was no observable difference in behavior. No cases showed improvement in behavior with an "uncool" teacher. It was found that in order to be perceived as "cool" by a student, and thus experience fewer behavior problems, it was important for teachers to develop a positive, close relationship with students, and to show the students that they were cared about. (HTH)

ED 419 628 PS 026 577

Seng, SeokHoon
Assessing Growth in Thinking Abilities in the Primary School Classroom.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Inaugural Conference of the Malaysian Educational Research Association (Penang, Malaysia, April 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Foreign Countries; Higher Education; Outcomes of Education; Primary Education; *Teacher Education; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Feuerstein (Reuven); Singapore; Vygotsky (Lev S); Zone of Proximal Development

The dynamic involvement of both teachers and learners in the classroom is not a recent goal of educational reform. Various theorists in the history of psychology and education have made contributions to the approaches and research supporting this view. Many sound pedagogical programs to help teachers interact in the classroom have been developed and introduced into the schools. This paper examines the concept of Mediational Teaching, which pivots on the subtle, social interaction between the teacher and the learner in the enrichment of the student's learning experience. Defining mediational teaching as the process by which a mediator (teacher) organizes and interprets the world to the students, the paper focuses on the theoretical positions of two major figures of socio-cultural

Preventive Medicine; *Travel; Water Treatment; *Wilderness
IDENTIFIERS- *Latin America; Trip Planning; *Tropical Medicine; Tropics

Adventure travel to Latin America requires careful planning, implementation, and followup to ensure safe, healthy experiences. This paper provides an overview of basic principles of prevention, assessment, and treatment of medical problems common to adventure travel in tropical areas. A brief introduction defines the vegetation and climatic challenges. A pretrip planning section discusses: (1) understanding the risks (disease, injury, limited medical care in developing countries); (2) medical research and resources on health care in tropical countries; (3) immunizations; (4) trip insurance; (5) trip logistical considerations; and (6) medical kits. A discussion of endemic tropical diseases and their treatments covers cholera, dengue fever, giardiasis, hepatitis A, hepatitis B, HIV, influenza, malaria, meningitis, rabies, tapeworms, travelers' diarrhea, typhoid fever, and yellow fever. A section on principles of safe foreign travel discusses food; water; insects; environmental emergencies (such as shellfish reactions, altitude sickness, diving injuries, dehydration); hygiene; posttrip followup; and the importance of skilled and experienced leadership. Appendixes include travel medicine terminology, an endemic diseases chart, water disinfection procedures, medical kit supplies, general principles of safe foreign travel, and sources on wilderness and travel medicine. (Contains 22 general references and other specific categorical references.) (SAS)

ED 419 646 RC 021 509

Parks, Russell E.
Miami Bound: Issues in Transition.
PUB DATE- 97
NOTE- 5p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *College Freshmen; College Programs; Experiential Learning; Group Dynamics; Higher Education; *Outdoor Education; Peer Relationship; Program Descriptions; *School Orientation; *Student Adjustment; Student Development; Student Needs; Student School Relationship; Transitional Programs
IDENTIFIERS- *Miami University OH

The Outdoor Pursuit Center at Miami University, Ohio, has provided an outdoor orientation experience for incoming first-year students since 1995. The experience provides an environment that is effective in easing the transition into higher education settings. Student trip coordinators, student facilitators, faculty, and professional staff use situational leadership models to develop an atmosphere that addresses anxieties, excitement, and a sense of belonging. Student challenges include environmental physical situations, mental problem solving, group dynamics, and cognitive skill utilization. A supportive environment is provided through staff efforts, daily event processing, shared responsibilities, and safety precautions. The framework of the program consists of situating the learning experience, validating student concerns, and mutually constructing meaning. Pre- and post-activity

Population; *Rural Schools; Rural Women; *Social Action
IDENTIFIERS- Appalachia; Appalachian Culture; Appalachian People; *Hindman Settlement School KY; Kentucky (East); *Pettit (Katherine); Progressivism; Settlement Schools; Stone (May)

Beginning in 1899, Katherine Pettit and May Stone spent three summers in social settlement work in Kentucky at Camp Cedar Grove, Camp Industrial, and Sassafras Social Settlement before founding the Hindman Settlement School in 1902. The camps taught homemaking skills; provided kindergartens; assisted local people with health, homemaking, and educational problems; and assisted local teachers. This book contains Pettit's and May's journals of those first three summers in the mountains. The introduction details the early life of Pettit and Stone, the social movements prevalent at the turn of the century that influenced their work, and the founding and early history of the Hindman Settlement School. The diary-record of the Cedar Grove 6-week summer camp, which specifically trained girls and women in modern methods of domestic science and housekeeping, tells of camp organization; lessons in sewing, reading, and cooking; giving supplies to local schools; and the local people's poor living conditions and bad cooking. At Camp Industrial, which later became the Hindman Settlement School, the summer camp was larger and served more people. Pettit and Stone conducted a teachers' institute as well as teaching their regular classes in domestic arts. Details of their visits to local homes are given, as well as the words to local ballads, idiomatic expressions, and a list of class members and guests. The daily journal of the Sassafras summer camp is a record of the harsh conditions of daily life (rain, fleas, accidents) and individual interactions with local residents at the remote location. Two photo essays include 93 photographs of the social settlement summers and the early years of the Hindman Settlement School. Contains 51 primary and secondary source references. (SAS)

ED 419 664 RC 021 552

Singerman, Robert
Indigenous Languages of the Americas: A Bibliography of Dissertations and Theses. Native American Bibliography Series, No. 19.
PUB DATE- 96
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Education; *American Indian Languages; American Indian Studies; American Indians; Anthropological Linguistics; Bilingual Education; *Doctoral Dissertations; Foreign Countries; Language Maintenance; Language Patterns; Language Usage; *Linguistics; Literacy; *Masters Theses; Sociolinguistics; Tribes
IDENTIFIERS- Canada; Caribbean; Latin America; United States

This bibliography lists 1,679 doctoral dissertations and master's theses on Native American languages. The entries represent graduate work completed at colleges and universities in the United States, Canada, and the United Kingdom between 1892 and 1992. Citations for this bibliography were gathered through an extensive search of the printed literature and bibliographic databases and through correspondence with libraries and scholars. Each entry includes full name of author, full title of work, degree granted, institution, and year completed; some entries contain a citation to "Dissertation Abstracts International" or "Masters Abstracts International," The purpose of this report is to synthesize two other evaluation reports ascertaining the effectiveness of the Scope, Sequence & Coordination (SS&C) project on ninth and tenth grade student achievement of the National Science Education Standards. The overall evaluation utilized a time lag, post-test-only design in which the perceptions and performances of students studying science using current approaches were compared with those of students studying SS&C. The four groups of students were compared on several measures administered each year. This report is divided into two sections. The first section contrasts results of the Grade 9 and Grade 10 comparisons of current and SS&C approaches while the second section examines results for students who participated in SS&C in both grades. All data indicates that both SS&C classes were more inquiry-oriented and more hands-on than the comparison classes. The SS&C project had a substantial effect on the learning environments in participating science classes, creating environments more consistent with the National Science Education Standards. There is little evidence that these changes in classroom behavior produced changes in motivation or achievement levels in students. Data for students who took SS&C for two years support the notion that longer exposure might produce more changes in achievement. (Author/PVD)

ED 419 683 SE 061 395

Cohen, Susan Baker; Hickman, Paul
Statewide Implementation Program (SIP): Effective Models for Curriculum Implementation.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Futures (of Society); *Instructional Materials; Mathematics Curriculum; *Mathematics Instruction; Models; School Districts; *Science Instruction; *Standards

This paper discusses whether large-scale implementation of nationally funded, standards-based science and mathematics instructional materials would hasten and strengthen the process of systemic reform for districts and the states. Early findings indicate that the selected curriculum must match district needs, ongoing district leadership and support is vital, a strong professional development plan with multiple structures is necessary to create a climate for sustaining the implementation, and teacher support for the process is vital. The emerging tentative implementation models are also discussed. It is concluded that implementation models will provide a more systemic framework to guide decisions made by school systems and funders as they plan for success. (ASK)

ED 419 684 SE 061 396

Zuckerman, June Trop
Inservice Science Supervisors' Stories: A Source of Practical Knowledge for Student Science Teachers.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

and descriptions of the Ambassador's role, the college facilitator's role, and the teacher's role. (DDR)

ED 419 703 SE 061 433

Gertz, Susan
Polymers All Around You!
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Reactions; *Chemistry; Educational Strategies; Elementary Secondary Education; Environmental Education; *Hands on Science; Learning Strategies; Lesson Plans; *Polymers; *Recycling; Science Activities; *Science and Society; Science Education

Background information on natural polymers, synthetic polymers, and the properties of polymers is presented as an introduction to this curriculum guide. Details are provided on the use of polymer products in consumer goods, polymer recycling, polymer densities, the making of a polymer such as GLUEP, polyvinyl alcohol, dissolving plastics, polymers and polarized light, "skewering a balloon", and making a "super slurper." Background information is linked to hands on activities and teacher guide notes are provided. (DDR)

ED 419 704 SE 061 435

Sarquis, Jerry; Hogue, Lynn; Sarquis, Mickey; Woodward, Linda
Investigating Solids, Liquids, and Gases with TOYS: States of Matter and Changes of State. Activities for Middle School Grades.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 283p.; For other books in the "Teaching Science with TOYS" series, see SE 061 436-438.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Demonstrations (Science); Hands on Science; *Instructional Materials; Intermediate Grades; Junior High Schools; Learning Modules; *Matter; *Middle Schools; Science Activities; Science Education; Science Process Skills; *Scientific Concepts; *Toys
IDENTIFIERS- National Science Education Standards; National Science Foundation

The project Teaching Science with TOYS promotes toys as an ideal mechanism for science instruction, because they are an everyday part of the students' world and carry a user-friendly message. TOYS Teacher Resource Modules are collections of "TOYS" activities grouped around a topic or theme with supporting science content and pedagogical materials. The modules have been developed specifically for teachers who want to use active learning, toy-based physical science activities in their classrooms. This module focuses on matter and is comprised of a collection of 24 activities written for use at the middle school level. Students explore matter in its three states, compare and contrast the properties between those states, and determine the conditions necessary for matter to change from concern and then discusses ways AARP chapters and retired teachers associations have stepped in to fill these needs. The amount of time involved, the number of volunteers needed, and the required resources are also described. Additional resources are noted for further reference. (EH)

ED 419 723   SO 027 961

Rust, Val D., Ed.; Dalin, Per, Ed.
Teachers and Teaching in the Developing World. Reference Books in International Education, Volume 8. Garland Reference Library of Social Science, Volume 617.
PUB DATE- 90
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Comparative Education; Developed Nations; *Developing Nations; Educational Change; Foreign Countries; Higher Education; *Professional Development; Staff Development; *Teacher Education; *Teacher Improvement

This book is an outgrowth of an international seminar held in Bali, Indonesia in 1986 entitled "Improving the Quality of Teaching in the Developing World: Alternative Models." The book contains essays written by 20 authors and coauthors from 12 different countries and is divided into five sections, plus a preface. The focus of section 1, "Recruitment, Training, and Deployment of Teachers," is on factors surrounding the selection, professional development, and placement of teachers. Essays include: (1) "Who Teaches? An International Analysis" (William K. Cummings); (2) "Pre-Service Teacher Education in Developing Countries" (Zainal Ghani); (3) "Case Study: Teacher Training in Vitoria, Brazil" (Jose Coutinho); (4) "Effective In-Service Programs in Developing Countries: A Study of Expert Opinion" (John Andrews; Ian E. Housego; David C. Thomas); (5) "Case Study: The Cianjur Project" (Roy Gardner); (6) "Participatory Approaches to Teacher Training" (Sheldon Shaeffer); (7) "Case Study: Educators Workshops in Chile: Participative Professional Development" (Rodrigo Vera); and (8) "Making the Best Use of Teachers: Deployment Issues" (A. R. Thompson). Section 2, "Classroom Contexts and Instruction," deals with classroom contexts, instruction, and outcomes of teaching. Essays in this section include: (1) "Working Conditions of Teachers" (Paul Hurst; Val D. Rust); (2) "Classroom Teaching Models" (Howard Jones; A. G. Bhalwankar); (3) "Teacher Effectiveness: More Questions about an Old Theme" (Beatrice Avalos); and (4) "In Defense of Traditional Teaching" (Gerard Guthrie). Section 3, "Interventions Mechanisms from the Developed World," addresses teacher renewal and educational improvement in the developed world. The three essays include: (1) "Educational Renewal and Staff Development" (Per Dalin); (2) " Development Agency Support for the Improvement of Teaching in Asia" (H. Dean Nielson; Pauline C. P. Chan); and (3) "Communication Technology Promises Improved Teaching" (Val D. Rust; Ladisalaus Semali). Section 4 draws conclusions and recommendations based largely on information from previous sections of the book and contains the essay "Improving the Quality of Teaching" by the editors. The final section is a comprehensive bibliography of recent works relevant to teachers, teacher education, and teaching in the developing world. (EH)

ED 419 724   SO 027 962

Flint, Myron
Pilgrims: A Simulation of the First Year at Plymouth Colony.
PUB DATE- 94
NOTE- 113p.; For other items in the "Interact" series, see SO 028 760-777.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Cooperative Learning; Decision Making; Elementary Secondary Education; Learning Strategies; Simulation; Social Studies; Teaching Methods
IDENTIFIERS- *Massachusetts (Plymouth); *Pilgrims

This simulation allows students to learn about the struggle of daily life in Plymouth Colony. Students experience the hardships of life in the New World as they make decisions and face consequences as the Pilgrims did nearly 400 years ago. The unit is divided into nine phases with each phase taking approximately one hour of class time. Students review the story of the Pilgrims, form teams, and create a list of 104 colonists. They must select a site for their colony then board a "ship" marked out on the floor for the voyage. After landing, students create their own laws and post sentries. Teams begin working in their colonies to build houses, search for food, and plant crops. Each stage of play involves completion of tasks related to the topic. Students compete against each other in teams gaining as many points as possible. The simulation concludes with a "Pilgrim Test," a search for the Ultimate Pilgrim, and an optional Thanksgiving feast. Suggestions are included for modifying the unit for shorter periods of time. (EH)

ED 419 747 SO 028 854

Reggio, Michael H., Ed.
Rights in Balance: Lesson Plans Written by PACE (Programs Advancing Citizenship Education) I Participants.
PUB DATE- 93
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Civil Liberties; *Constitutional Law; Criminal Law; Democratic Values; Due Process; Elementary Secondary Education; Instructional Materials; *Law Related Education; Social Studies; United States History
IDENTIFIERS- *United States Constitution

This document contains 24 teacher authored lessons focusing on citizenship and citizenship education. The book is organized by grade level with elementary lessons at the beginning and high school lessons at the end, although several lessons can be adapted to all levels. Each lesson begins with an abstract that gives an overview of the lesson. In addition, the lessons indicate the intended audience, objectives, time and materials required, procedures, evaluation, tips for the teacher, and bibliography. Lessons cover the 19th Amendment, local laws, equal protection of the laws, use of editorial cartoons in the classroom, juvenile law, decision making, evaluation of such as human rights, war and peace, land mines, global warming, juvenile law, rights of the accused, protecting offenders' rights, free trials and free press, tort law, the civil jury, and Congress. Additionally, issues of "Update on the Courts" provide current information on Supreme Court and other federal court cases and decisions. Teaching materials propose methods that involve class discussion, collaborative learning, and role playing activities. Many lesson plans include student handouts and visuals. (RJC)

ED 419 771   SO 029 313

Looking at Ourselves and Others.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; *Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Global Education; Instructional Materials; *International Cooperation; International Education; *Multicultural Education; Service Learning; Social Studies; Teaching Guides
IDENTIFIERS- Peace Corps; World Wise Schools

This book introduces students to the concept of culture, cultural perspective,and cross-cultural relations. The personal experiences of Peace Corps Volunteers are included in the introduction to each section of the guide and can be used in a variety of ways. Arranged by topic, the guide includes teacher background information, activity outlines, and student worksheets. The activities for each topic are further divided according to suggested groupings of grades 3-5, 6-9, and 10-12. Each activity outline has at least six parts, including an estimate of class time needed, materials, a statement of objectives, step-by-step procedures, debriefing exercises, and suggestions for extending the activity. The book is divided into three parts: (1) "Defining Culture"; (2) "Developing Global Perspectives"; and (3) "Challenging Assumptions." (EH)

ED 419 772   SO 029 329

Arias, Simone; Hitchens, Marilynn; Roupp, Heidi
Teaching World History: The Global Human Experience through Time. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; Economics; Educational Strategies; Foreign Countries; Humanities; Non Western Civilization; Secondary Education; Secondary School Curriculum; Social Studies; Teacher Education; Western Civilization; *World History
IDENTIFIERS- ERIC Digests

This ERIC Digest outlines what world history is and why and how world history should be implemented into social studies curricula. The Digest offers suggestions on how to improve the study of world history in schools. Topics discussed in the

Education; *Secondary School Mathematics; Secondary School Teachers; Tables (Data); Teacher Attitudes; Teaching Methods; *Textbooks

This study investigated the influence of textbooks on teaching strategies, specifically secondary school mathematics textbooks. The study compared the teaching strategies of 14 teachers using University of Chicago School Mathematics Project (UCSMP) textbooks in 13 schools with that of another 14 teachers using traditional textbooks in those schools. Data collection included classroom observation, teacher interviews, and teacher background questionnaires. The teacher interviews discussed: whether or not the class period observed was typical; teaching methods used by the teacher; and whether the UCSMP textbook required teachers to adapt their teaching style. Background questionnaires examined: teachers' level of education; teaching experience; subjects taught; certification; and opinions on different aspects of the course. Data analysis indicated there were important differences in teaching strategies between the two groups. Compared with teachers using non-UCSMP textbooks, teachers using UCSMP textbooks spent significantly more time on group work and on the reading of textbooks. They also devoted significantly less time to lecturing and to seatwork. Compared to teachers using non-UCSMP materials, there were significantly more teachers using UCSMP textbooks who employed technology, including computers and calculators, in their teaching strategies. Differences in teaching strategies were closely related to, and consistent with special features of UCSMP textbooks compared with the other textbooks. Teachers using UCSMP textbooks perceived that the textbooks had important influences on their teaching strategies. (Contains 5 tables and 18 references.) (SM)

ED 419 791 SP 037 955

Bowman, Anita H.; Bright, George W.; Vacc, Nancy N.
Teachers' Beliefs Across the First Two Years of Implementation of Cognitively Guided Instruction.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; *Mathematics Instruction; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Cognitively Guided Instruction

This study examined changes in 20 elementary teachers' beliefs about teaching and learning that occurred during the first 2 years of a 5-year implementation of cognitively guided instruction (CGI) as the basis of mathematics instruction. Teachers and mathematics educators from around North Carolina formed five local teams, each composed of two teacher educators and six elementary teachers. During the first 2 years, participants attended four multiple-day workshops. They also met monthly during the school year to discuss their progress. University educators visited the teachers monthly during mathematics instruction, and project staff visited the teachers once each semester. Visits were intended to support the teachers as they began implementing CGI. To assess changes in teachers' beliefs about teaching and learning mathematics, teacher quality is the most significant factor affecting student achievement, so the education and qualifications of teachers is an important factor in determining student success. The 1997 legislative session saw numerous states address key components of teacher policy, including teacher certification, salary and other benefits, professional development, and tenure and dismissal. The year 1998 promises to be another busy year for education and teacher policy according to a recent National Conference of State Legislatures (NCSL) survey. Legislators will again work to increase teacher quality by creating more rigorous teacher certification requirements. Projected teacher requirements and the demand for new educators provide states with a window of opportunity to reshape the composition of their teacher corps over the next decade. States hope to enhance future teacher quality through more rigorous licensure and professional development requirements and to establish recruitment programs to diversify the teaching population. (Contains 9 references.) (SM)

ED 419 808 SP 037 974

O'Hara, Hunter
The School of Transcendence.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Educational Environment; Educational Methods; Elementary Secondary Education; Higher Education; *Nontraditional Education; School Community Relationship; Students; *Teacher Student Relationship; Teachers; Violence
IDENTIFIERS- Reggio Emilia Approach; *Transcendence

This paper discusses the nature of a theoretical school of transcendence as conceived by participants in a graduate course on the topic of transcendence in teacher-learner relationships. Transcendent teacher-learner relationships are spontaneously occurring ones in which teacher and learner transcend their traditional interactive roles. During the encounter, a turning point occurs for one or both participants, and life goals are altered or changed. The school of transcendence is designed to support transcendent pedagogy and interpersonal relationships. A study, comprised of students enrolled in the early childhood master's degree program at Towson University (Maryland), was conducted in which students were asked to theorize how a school characterized by trancendence might look and feel. Based on data collected, this paper contrasts the school of transcendence with the traditional school in terms of: philosophy and approach to creating learning encounters; curricula; planning and scheduling, assessment and evaluation; physical space; and school community interpersonal relationships. The paper discusses the traditional school as a place of violence, contrasting it with the safe environment of the school of transcendence, and it explains governance in the school of transcendence. Finally, the paper identifies transcendence-oriented approaches currently implemented in Reggio Emilia schools and presents a series of metaphors for the school of transcendence to help synthesize the data presented. (Contains 19 references.) (SM)

ED 419 809 SP 037 975

"Papers Presented at..." (150)
DESCRIPTORS- Educational Testing; Elementary Secondary Education; *Estimation (Mathematics); Higher Education; Item Response Theory; *Mathematical Models; *Measurement Techniques; *Psychometrics; Test Construction; *Test Items; Videotape Recordings
IDENTIFIERS- *Microscale Computer Program; *Rasch Model

This videotape contains a series of presentations by Benjamin D. Wright of the University of Chicago about the Rasch model and measurement in testing. The first presentation is excerpts from a workshop held in 1974 for educators from the Portland (Oregon) Public Schools and the Oregon Department of Education. Dr. Wright's lectures were part of a 1-week seminar on measurement in testing. He discusses the nature of test items and their coverage of content, reviews principles of test construction, and discusses the Rasch model. The quality of the tape reflects its 1974 origins. The second presentation is a five-segment interview hosted by Evelyn David in Waterbury (Connecticut) in 1984. Dr. Wright discusses educational measurement, the Rasch model, and the Microscale computer program for analysis. Microscale has been superseded by the programs FACETS and BIGSTEPS. The concepts behind Rasch analysis and this program are introduced in five sections: (1) "The Idea of Measurement"; (2) "Constructing a Line"; (3) "The Measurement Model"; (4) "From Data to Inference"; and (5) "Parameter Estimation and Fit." Parts 1 through 3 are interviews; Parts 4 and 5 are given in traditional lecture style. The third presentation on this tape is an interview with Benjamin Wright conducted by Michael Linacre at the University of Chicago, March 30, 1994. These two pioneers in Rasch measurement discuss the early years of the development of Rasch theory and the development of computer programs for analysis. (SLD)

ED 419 827 TM 028 402

Wright, Benjamin D.
Introduction to the Rasch Measurement. videotape .
PUB DATE- 98
NOTE- 0p.; Color video, VHS. Produced by the University of Denver, College of Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Testing; *Estimation (Mathematics); Item Response Theory; *Mathematical Models; *Measurement Techniques; *Psychometrics; Test Construction; *Test Items; Videotape Recordings
IDENTIFIERS- *Microscale Computer Program; *Rasch Model

In three lectures, Benjamin D. Wright of the University of Chicago introduces the Rasch model and its basic concepts. The first lecture, March 30, 1994 discusses the model created by Georg Rasch, a Danish mathematician, which Dr. Wright initially saw as merely a way to make raw scores into measures. Eventually, the model developed into a philosophy of science. Wright emphasizes the importance of the relationship between observation and measurement and considers the properties of the Rasch model, including its probabilistic nature. The second lecture, produced on June 24, 1988, deals with the mathematics of the Rasch model in more detail. The third presentation on this cassette is titled "Measurement Rasch Model and MicroScale--Analyzing Market Research Data." The first section of this lecture deals with overall Rasch measurement concepts, and the efforts are described. In Turkey, the educational system includes optional preschool education, compulsory elementary education through age 14, secondary education for 3 or 4 years more (3 for university preparation, 4 for vocational education), and higher education. All of the preschool, elementary, and secondary programs are centrally prepared by the Ministry of Education (MOE), while higher education is cooperatively prepared by the Higher Educational Council and specialists at the universities. Reflective, formative, and summative evaluations are conducted. Most educational evaluation in Turkey, and especially most formative evaluation, is done by academic researchers, and findings of these evaluations are not used as much as they could be because of lack of cooperation with the MOE and educational systems. To solve the problem of evaluation utilization in Turkey, more cooperation between the MOE and academic researchers will be necessary. (Contains 12 references.) (SLD)

ED 419 847 TM 028 423

Cresswell, John; Fisher, Darrell
A Qualitative Description of Teachers' and Principals' Perceptions of Interpersonal Behavior and School Environment.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Behavior Patterns; *Educational Environment; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; Interviews; *Principals; *Qualitative Research; *Teacher Attitudes; *Teachers
IDENTIFIERS- Australia

This paper describes a study which compared teachers' actual and ideal perceptions of principals' interpersonal behavior. The instrument developed, the Principal Interaction Questionnaire (PIQ), for the study was based on the Questionnaire on Teacher Interaction, which was first devised in the Netherlands and contains eight scales that measure different facets of interpersonal behavior. The questionnaire was sent to 56 schools throughout Australia where it was completed by the principal and a random sample of 20 teachers in each school. In addition to rigorous analysis of the data, the study also used interviews to expand the qualitative aspect in an attempt to find out more about the schools involved and to draw a broader picture. This is also in keeping with current approaches to learning environment research. This paper reports on interviews at three of these schools. Results indicate that the PIQ was able to describe, fairly accurately, the interpersonal behavior of the principal as perceived by teachers in the school. (Contains 18 figures and 14 references.) (SLD)

ED 419 848 TM 028 424

McInerney, Dennis M.
Multidimensional Aspects of Motivation in Cross-Cultural Settings and Ways of Researching This.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

DESCRIPTORS- *Academic Achievement; Bilingual Students; Compensatory Education; Cooperation; Disadvantaged Youth; Elementary Secondary Education; High Risk Students; House Plan; *Inclusive Schools; *Inner City; Middle Schools; Special Education; *Urban Schools; Urban Youth
IDENTIFIERS- *Adaptive Learning Environments Model

The Community for Learning program (CFL), also known as the Learning City Program, a school-based intervention program, is described. A major premise of this program is that the national standards of educational outcomes can and must be upheld for all students, including those at risk. At the core of the program's design is over 20 years of research and the school-based implementation experience of two widely implemented programs, the Adaptive Learning Environments Model (M. Wang, 1992) and the School Development Program (J. Comer, 1985). The CFL design includes three components: (1) school development that assists schools in establishing a planning and management team and a mental health team; (2) the family-community for learning, designed to use the resources and energies of families and the community to support student learning; and (3) the Adaptive Learning Environments mode, which is an instructional delivery system designed to meet the diverse needs of individual students in regular classroom settings that include special education, Title I, and bilingual students. Implementation of the CFL in a middle school in Philadelphia (Pennsylvania) is described. This Title I school in a disadvantaged neighborhood is divided into three houses, one of which implemented CFL in the 1992-93 school year. Special education and English-as-a-second-language students were integrated into regular classes. Teachers worked in teaching teams to find solutions to problems of low achievement, violence, and parental despair, and several innovative approaches to parent participation were implemented. Overall mathematics and reading achievement scores of students in this "house" were somewhat higher, although not to statistical significance. When long-term effects of participation in CFL were studied, there was a significant increase in high school completion for CFL students. CFL offers promise for improving the academic achievement and school completion of disadvantaged students. (Contains 15 references.) (SLD)

ED 419 864   UD 032 339

Quint, Janet C.; Bos, Johannes M.; Polit, Denise F.
New Chance. Final Report on a Comprehensive Program for Young Mothers in Poverty and Their Children.
PUB DATE- 97
NOTE- 462p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Children; Demonstration Programs; Dropouts; *Educational Attainment; *Mothers; *Poverty; Program Effectiveness; Program Evaluation; Tables (Data); Urban Youth; *Welfare Recipients; Welfare Services; Young Adults
IDENTIFIERS- *New Chance; *Self Sufficiency

This report focuses on young mothers who had children as teenagers, who had dropped out of high school, and who were receiving Aid to Families with Dependent Children. It was a voluntary demonstration project that provided comprehensive education, training, and other services intended to increase the long-term self-sufficiency and well-being of these mothers and their children. The evaluation of New Chance is one of the few large-scale, rigorous evaluations of programs designed to boys. The study used five picture books featuring African-Americans as main characters and ranked the books on a continuum from "most positive" to "most negative" images. Criteria are detailed. Students were read the five books and then asked to complete a survey. Findings indicate that presence of stereotypical images does not affect which books students prefer to read. While identifying stereotypical features of images, students did not make judgments based on the offensive nature of these features. They were not aware of the context in which stereotypes existed, but they often disliked the same racist, stereotypical images. These findings suggest the need for interventions by teachers. An appendix includes the study questionnaire. (Contains 13 tables and 23 references.) (Author/SLD)

ED 419 880 UD 032 357

Hudley, Cynthia
Urban Minority Adolescents' Perceptions of Classroom Climate.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Educational Environment; Ethnic Groups; Males; Middle Schools; *Minority Groups; *Single Sex Schools; *Student Attitudes; *Urban Youth
IDENTIFIERS- African Americans; Middle School Students

Too many ethnic minority students enrolled in urban schools are not achieving to their full potential, and this problem is particularly acute for African-American males. One strategy to enhance achievement has been separate educational settings for African-American males, a relatively new and highly controversial innovation in public education. This research compared perceptions of classroom environment for middle school students enrolled in two classrooms for African-American males at two different schools and similar students enrolled in the general education program at each school. All participants (n=92) completed the Classroom Enrollment Scale (R. Moos and E. Trickett, 1987). Scores were analyzed as a function of school type and classroom type. Ratings were similar for the two African-American male classrooms but differed substantially for the comparison groups. Results are interpreted within a goodness of fit framework. The strong positive relationships among affiliation, teacher support, involvement, classroom order, and task orientation are consistent with previous findings that African-American male classrooms have positive effects on relationships between students and their teacher as well as on students' attitudes toward academic activities and their own academic abilities. This effect seems to be somewhat stronger in the middle school than the K-8 school. (Contains 2 tables, 1 figure, and 11 references.) (SLD)

ED 419 881 UD 032 358

Navarro, Virginia
Developing a Psychology of Learning in the Field: Pre-service Mentoring of At-Risk Middle School Students.
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

Identity, stereotypes, and person perception are central to the seven exercises presented in Part III. Part IV contains five exercises that highlight the cultural construction of reality. Each chapter contains references. (Contains one figure and two tables.) (SLD)

ED 419 898 UD 032 375

Edwards, Ralph; Willie, Charles V.
Black Power/White Power in Public Education.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Boards of Education; Case Studies; Cooperation; *Elementary Secondary Education; Minority Groups; *Political Influences; Power Structure; *Public Schools; *Racial Differences; Selection; *Superintendents; Urban Schools
IDENTIFIERS- *Boston Public Schools MA

This book explores the dynamics of power among racial groups in the local community as they struggle for the fulfillment of their unique and joint goals through public education. Case studies of two educational issues are analyzed in this book. One has to do with the hiring and firing of the first black superintendent of the Boston (Massachusetts) public schools, and the other explores the campaign to transform the Boston school committee from an elected to an appointed organization. These case studies are prototypes of educational issues faced by many communities. In 1985, Laval Wilson became Boston's first African American superintendent of schools, only to be dismissed in 1990. In this situation, black leaders in the Search Committee acknowledged that they represented different constituencies among people of color and did not attempt to act as a unified group. In winning Laval's appointment, the efforts of blacks were complemented by people from other ethnic communities. When Boston's 13-member school committee was abolished, with the proposal that it be replaced by an elected 7-member board, the blacks in cooperation with working-class neighborhoods of Irish and Italian voters almost derailed the movement to change the way the school committee was selected. Because these groups did not establish a coalition, they were ultimately defeated, and the Governor signed a bill that resulted in an appointed school board. This book describes how dominant and subdominant population groups win and lose in the community power game of public education. A list of 84 sources for further reading is provided. Each chapter contains references. (SLD)

ED 419 899 UD 032 376

Chiong, Jane Ayers
Racial Categorization of Multiracial Children in Schools. Critical Studies in Education and Culture Series.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Compensatory Education; *Cultural Awareness; *Definitions; Elementary Secondary Education; Interviews; Needs Assessment; *Racial Identification
IDENTIFIERS- Biracial Children; Interracial Children; *Mixed Race

screen shots are included. (BCY)

ED 419 553 JC 980 231

Miner, Nanette J.
A Comparison of Retention Rates between Students Who Took the Student Development Seminar and Students Who Did Not, at Tunxis Community-Technical College.
PUB DATE- 98
NOTE- 33p.; Practicum report, Nova Southwestern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; Comparative Analysis; Enrollment Trends; Outcomes of Education; *Program Effectiveness; Program Implementation; *School Holding Power; *Seminars; Student Attitudes; *Two Year College Students; Two Year Colleges

This study compares the retention rates between students at Tunxis Community-Technical Colleges who took the student development seminar and those who did not. Implemented in fall 1997, the seminar orients new students to the college experience, attempting to increase retention rates. In order to conduct the study, a review of the literature was conducted to identify preparatory seminar and workshop results at other institutions, and retention rates attained. Historical retention rates for Tunxis Community-Technical College also were compiled to serve as a comparison/base mark. Two sample groups, one group that took the seminar and one group chosen by random selection, of 45 students per group, were extracted from the fall 1997 enrollment records and compared with enrollment records for the spring 1998 semester. The results, analyzed by means of a Chi Square test, determined there was no difference in re-enrollment rates between the two groups of students. Despite the null hypothesis, the student development seminar will be continued for another semester to obtain a more longitudinal perspective. Appendix includes seminar syllabus. (Contains 20 references.)(YKH)

ED 419 554 JC 980 238

France, Richard E., Ed.
Cuyahoga Community College Part-time Faculty Handbook 1997-1998.
PUB DATE- 97
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Educational Policy; Educational Quality; Faculty College Relationship; *Faculty Handbooks; Institutional Mission; Organizational Objectives; *Part Time Faculty; *School Policy; Teaching Guides; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Cuyahoga Community College OH

This document begins with a preface/introduction, describes the college's mission and philosophy, and provides statements on its vision, affirmative action, diversity, and academic quality. The rest of the section discusses the college's policies and procedures. Main headings include academic calendar, academic freedom and responsibilities, academic probation or dismissal, Americans with Disabilities Act Policy, complaint procedure, computing access, disciplinary policy,

Technology; Organizational Objectives; Program Development; Program Implementation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

This report outlines the Hudson County Community College (HCCC) June 1998 Strategic Plan for Information Technology. After providing a list of planning committee members and an executive summary, the introduction provides background information concerning the creation of the information technology initiative. It also provides the objectives of HCCC's strategic plan, which include creating an information technology strategy that effectively enhances learning and teaching and will ultimately provide the school with financial benefits. The following section lists HCCC's institutional goals and information technology guiding principles as well as a situational analysis of external factors and the current technology environment. The next section discusses the institutional information technology improvement programand includes background information and a discussion of the program's strategic imperatives. These include a college-wide information network; desktop computing; a student information system; teaching and learning technology initiatives; an integrated computer-based library system; college technology oversight, planning, and policy; financial resources and budget processes; and information technology support structure and staff development. (YKH)

ED 419 574 JC 980 270

Ottenritter, Nan; Barnett, Lynn
Community Colleges Tackle Student Health and HIV/AIDS. AACC Research Brief.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Ancillary School Services; *Community Colleges; Community Involvement; Cooperation; *Educational Research; Health Promotion; *Health Services; Partnerships in Education; Prevention; School Community Relationship; School Surveys; Student Needs; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges

This research brief summarizes the findings of a survey conducted in 1996 to determine the involvement of community colleges in the health of their students. The survey gathered information from 535 campuses concerning administration and leadership, curriculum, and community relationships. This report focuses on HIV/AIDS and the extent to which community colleges are offering information and services to prevent HIV infection and other student health problems. Findings indicated that alcohol/other drugs, exercise/fitness, and stress management are the most frequently addressed health issues in classes and presentations. Although 92% of campuses have an official budget for HIV/AIDS education, only 19% of mainstream classes include HIV/AIDS materials. More than half of the colleges have a non-discriminatory policy toward HIV-infected individuals, but only 17% have a campus HIV task force or similar group. In addition, nearly two-thirds of responding colleges have no on-campus reproductive health services. Of those available, services are the relationality of risk, while chapter 4 focuses on helping children to take risks in relative safety through adult encouragement. Chapter 5 considers direct and indirect social challenges to take risks, distinguishes positive and negative challenges, and examines how the visibility of risk allows the construction of a pedagogy. Chapter 6 maintains that a pedagogy of risk rests upon acknowledging one's own ability to take risks and focuses on how working through apprehensiveness leads to reconciling adults' need to lend security to children's explorations with children's need to test the security of their world. Chapter 7 maintains that a child-oriented language of risk gives a fuller sense of the meaning of young children's physical activity than does the language of skill development, and discusses the importance of attending to the riskiness of children's activity over the course of successive playground encounters. Chapter 8 focuses on implications of the practice of risk and their application to other situations. Chapter 9 makes recommendations for implementing a pedagogical relation sensitive to risk. (Contains approximately 275 references.) (KB)

ED 419 592 PS 026 473

Child Care: Federal Funding for Fiscal Year 1997.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; *Federal Aid; Federal Legislation; *Federal Programs; *Public Policy; Welfare Recipients
IDENTIFIERS- Child and Adult Care Food Program; Dependent Care Tax Credit; Project Head Start; Social Services Block Grant Program

The number of working women with children has increased dramatically in the past 20 years, increasing the demand for child care services to help working families secure and maintain their economic self-sufficiency. As more welfare families will be expected to seek and keep jobs, demand for child care services will increase. Because Congress is considering several proposals, including a variety of subsidies and tax breaks, to provide more federal funding to working parents to secure child care and to change certain programs, this correspondence to Senator Larry E. Craig responds to his questions regarding how much the federal government is now spending on child care and for whom. Data are provided on the amount of federal funding for key child care programs for fiscal year 1997, the number of children served under these programs, and the programs' eligible populations. Information is charted for five primary programs, and 16 other programs including: federal funds available for child care under each program; total program funds; ratio of child care funds to total program funds; and the administering agency. Data for military programs are also charted. An enclosure to the correspondence describes the five primary federal child care programs: Head Start; Child Care and Development Fund; Child and Dependent Care Tax Credit; Child and Adult Care Food Program; and Title XX Social Services Block Grant Child Care. (JPB)

ED 419 593 PS 026 475

Pate-Bain, Helen; Boyd-Zaharias, Jayne; Cain, Van A.; Word,

ED 419 611 PS 026 524

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.
Building Educational Resilience. Fastback 430.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Elementary Secondary Education; *High Risk Students; *Intervention; Program Descriptions; *Resilience (Personality); *Teacher Role

The number of children at risk of school failure because of poverty, illness, divorce, drug and alcohol abuse, frequent relocation, and other adverse circumstances is increasing. Although some teachers may feel as though these problems are beyond them, research points to educators' actions that can alleviate such problems by fostering educational resilience--the capacity of students to attain academic and social success in school despite exposure to personal and environmental adversities. To assist educators in fostering resilience, this "Fastback," produced by the Phi Delta Kappa Educational Foundation, describes the roles of teachers and other educators in promoting educational resilience and shares findings that many children demonstrate remarkable achievement despite conditions that put them at risk of failure. The fastback's contents are: (1) "Introduction"; (2) "When Schools Shortchange Children" (what we know about resilience, student diversity and poverty); (3) "Protective Factors that Promote Resilience" (family, peer group, community, school); (4) "Creating Classrooms that Foster Resilience" (teacher attitudes and expectations, instructional practices, classroom climate and organization, curriculum); (5) "Programs and Reforms that Build Resilience" (programs targeted to children at risk of school failure, comprehensive school reform versus narrower interventions, direct influences on student learning, meeting children's basic needs, students' sense of belonging, adapting curriculum and instruction); and (6) "Conclusion." An appendix lists educational programs with resilience-promoting features. (Contains 18 references.) (EV)

ED 419 612 PS 026 525

Little, Priscilla M.D.
Early Childhood Digest: Family Involvement in Early Childhood Programs--How to Choose the Right Program for Your Child.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Family Involvement; Family School Relationship; Parent Participation; Parent Teacher Cooperation; Preschool Children; *Preschool Education; *School Choice; Student Adjustment

psychology, Lev Vygotsky and Reuven Feuerstein. The paper then describes a study of a recent, practical application of their instructional skills in Singapore, where Mediational Teaching is being incorporated into the preservice training modules. The paper highlights the evaluative aspects of the mediational skills approach in the primary classroom and elaborates key preliminary findings. Those findings include: (1) preservice teachers sent to the primary schools tended to focus on pupil behavior problems whereas those in secondary schools focuses on learning problems; (2) a few teachers indicated some conflict when their supervisors suggest a teaching style that does not allow for mediational teaching; and (3) the most difficult mediational skill to implement was mediation for self change. (Contains 14 references.) (HTH)

ED 419 629   PS 026 590

Gleason, Tracy R.; Sebanc, Anne M.; McGinley, Jennifer; Hartup, Willard W.
Invisible Friends and Personified Objects: Qualitative Differences in Relationships with Imaginary Companions.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; *Friendship; *Preschool Children; Preschool Education; Pretend Play
IDENTIFIERS- *Imaginary Companions; Object Child Relationship

Previous studies of imaginary companions consistently have found a relation between the incidence of these "fantastical friends" and children's birth order. Unsuccessful attempts to link imaginary companion formation to child characteristics may be due to researchers' treatment of these friends as a form of pretend play rather than as a distinct relationship for the child. This study investigated the relationship qualities and form of imaginary companions (invisible friends or personified objects) to potentially explain why children form these imaginary relationships. Mothers of 78 children--24 with invisible friends (IF's), 21 with personified objects (PO's), and 33 controls matched on age and gender--were interviewed. Chi-square analyses replicated the relation between incidence and birth order, that is, that children with imaginary companions were more likely to be first born or only children and to have fewer siblings than children without companions. The distinction between the two forms (IF and PO) related to different types of relationships and differences in the children's dramatic play. Findings suggest that in future research, the form the imaginary companion takes should be distinguished because IF's and PO's appear to furnish different types of relationships for the child. (HTH)

ED 419 630   PS 026 594

Petri, Mart; Bingham, C. Steven
One Step Toward a Learner-Centered High School.
SPONS. AGENCY- Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American

debriefings, coupled with daily reviews and processing initiatives, thoroughly investigate student feelings and apprehensions about participating in adventure activities and help to transfer participant outcomes and insights to academic life. The most effective tools in the program for summative, qualitative, and quantitative evaluations of the transition experience are group journals and focus groups. Lessons learned in formulating and implementing the program relate to developing collaborative goals, designating responsibility, determining resources, determining type of trip, and communicating with students. (SAS)

ED 419 647 RC 021 510

Watters, Ron
Teaching Avalanche Safety Courses: Instructional Techniques and Field Exercises.
PUB DATE- 97
NOTE- 8p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; Course Organization; Environmental Education; Field Instruction; *Outdoor Education; Rescue; *Risk Management; Safety; *Safety Education; Teaching Methods; Weather
IDENTIFIERS- *Avalanches; *Snow

This paper discusses course structure, teaching techniques, and field exercises for enhancing winter travelers' avalanche knowledge and skills. In two class sessions, the course typically consists of a historical perspective; a section on snow physics (clouds, types of snow crystals, effects of riming, identification of precipitated snow crystals, types of nonprecipitated snow, temperature gradient metamorphism, identification of metamorphosed crystals); use of visual aids; use of anecdotal material; and the causes of avalanches (new snow, old snow, terrain, wind, temperature). The class also addresses route finding, safety procedures, safety equipment, and rescue. In the first field session, students rotate among three stations covering transceiver searching, probing, and analyzing a snow pit. The second field session reinforces the first and gives students greater freedom to practice skills. The use of videos and Internet avalanche forecasts is encouraged to reinforce skills. (SAS)

ED 419 648 RC 021 511

Poff, Raymond
Adding Value through Program Integration: A Kayaking Model (Rental, Retail, Repair, Clinics and Outings).
PUB DATE- 97
NOTE- 8p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; *College Programs;

information on subsequent publication, or a brief annotation. The "General" category of the bibliography includes the following subcategories: biography; education, learning, and English as a second language; general studies; geographical names; personal names; loanwords; numeral, mathematical, and calendrical systems; discourse; phonology; and sign language. Other categories are Eskimo-Aleut, Na-Dene, Tlingit, Haida, Algonquian-Ritwan, Muskogean, Siouan-Iroquoian-Caddoan, Hokan, Chumashan, Coahuiltecan, Penutian, Kiowa-Tanoan, Uto-Aztecan, Keresan, Yukian, Salishan, Chimakuan, Wakashan, Isolates, Pidgins and Creoles, Mesoamerica, South America and Caribbean. A preface by Mary Ritchie Key draws on the bibliography to trace the history of linguistics in North America and the development of studies in American Indian languages. Also included are an author index and an index of languages, dialects, and tribes. (SV)

ED 419 665 SE 061 254

Hren, Benedict, J.
Community Voices for Sustainability: A Workshop Guide.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; S. H. Cowell Foundation, San Francisco, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Community Role; *Conservation Education; *Environmental Education; Instructional Materials; Nonformal Education; Popular Education; Strategic Planning; *Sustainable Development; *Workshops

This workshop guide is the second in the Conservation Issues Forum Series produced by the Izaak Walton League of America's Sustainability Education Project. The guide, a tool for discussing critical topics with conservationists and community leaders, describes a series of six activities through which community members may work together to develop strategies to address community sustainability issues. Guidelines for organizing and conducting a six-hour workshop for 12-36 people are provided. The guide is divided into four main sections: (1) "Workshop Planning"; (2) "Getting the Workshop Started"; (3) "Workshop Activities"; and (4) "Workshop Follow-Up." The planning section discusses funding, the role of the workshop leader, participants, facilities, a suggested agenda, registration, writing a press release, and checklists for materials and planning. The second and third sections contain participant sign-in forms, activity sheets, descriptions of the activities, and special workshop leader directions. Specific activities include: "The Power of One" (a self-audit activity), "Gauging Engagement Potential," "Community Success Stories Panel," and "Building a Constituency." Contains a glossary, bibliography, and selected World Wide Web sites. (PVD)

ED 419 666 SE 061 296

Chang, Wen-Hua
Factors Impeding In-service Teachers from Adopting Constructivist Instruction Approaches.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Concept Mapping; Constructivism (Learning); Educational Strategies; Higher Education; *Knowledge Representation; *Preservice Teacher Education; *Science Education; Science Supervision; Scientific Methodology; Secondary Education; *Story Telling; *Student Teachers; Teacher Education Curriculum

This paper aims to demonstrate how listening to and discussing the stories inservice science supervisors tell about a novice science teacher provides an opportunity for student science teachers to construct practical knowledge about teaching. Three levels of practical knowledge of teaching are recognized: (1) rules of practice; (2) practical principles; and (3) images. During individual audiotaped interviews, inservice science supervisors were asked to "Tell me a story about a novice science teacher you've supervised." Thirty-two student teachers listened to the stories, discussed them, and then individually wrote what they came to know from the exercise. A list was made of all the student teachers' comments that embodied a rule, principle, or image. The various pieces of practical knowledge that the student teachers constructed cohered around four themes: the complex nature of teaching; planning and implementing lessons; professional improvement and growth; and the character, personality, and style of a teacher. Contains 20 references. (DDR)

ED 419 685 SE 061 397

Ebert, Christine; Ebert, Edward S., II
The Inventive Mind in Science: Creative Thinking Activities.
PUB DATE- 98
NOTE- 241p.; Illustrated by Patty Mathews.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Creativity; Educational Strategies; Elementary Secondary Education; Interdisciplinary Approach; *Inventions; Learning Theories; Preservice Teacher Education; Problem Solving; Professional Development; Science Curriculum; *Science Education; *Technology Education; *Thinking Skills

Creative thinking and how to foster it is the focus of this resource book for teachers. Part One of this book emphasizes the theoretical background of the creative thinking concept and discusses the relationship between creative thinking, problem solving, science, and technology. Part Two focuses on three levels of inventing, each examining different educational objectives. Part Three discusses the integration of science-based inventing activities with other subject areas. In addition, there are chapters that examine the stepwise development of technology in terms of a Janus perspective and the patenting process, including its social context, and how to set up a classroom version of that process. The types of inventing discussed in this book include discovery inventing, Rube Goldberg inventing, and practical inventing. Activities accompany each type of inventing and a list and a description of invention festivals is provided. Contains 31 references. (DDR) one state to another. Everyday objects used include balloons, plastic eggs, soccer balls, marshmallows, rock candy, and aluminum cans. All activities include variations and extensions as well as suggestions for cross-curricular integration. This module is organized into three main sections: (1) "Content Review"; (2) "Pedagogical Strategies"; and (3) "Module Activities." The list of activities is divided into sections based on whether they address states of matter or changes of state. A matrix shows how the activities relate to the National Science Education Standards. (PVD)

ED 419 705 SE 061 437

Taylor, Beverley A. P.
Exploring Energy with TOYS. Complete Lessons for Grades 4-8.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 269p.; For other books in the "Teaching Science with TOYS series, see SE 061 435-438.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Energy Education; Hands on Science; *Instructional Materials; Intermediate Grades; Junior High Schools; *Kinetics; Learning Modules; Mechanics (Physics); Middle Schools; Problem Solving; Science Activities; Science Education; *Scientific Concepts; Teaching Guides; *Toys
IDENTIFIERS- National Science Education Standards; National Science Foundation

The project Teaching Science with TOYS promotes toys as an ideal mechanism for science instruction, because they are an everyday part of the students' world and carry a user-friendly message. TOYS Teacher Resource Modules are collections of "TOYS" activities grouped around a topic or theme with supporting science content and pedagogical materials. This module focuses on energy and is comprised of a collection of 21 energy-related activities designed for use at the intermediate and middle school level but can be modified for use with older students. Students learn about such concepts as kinetic energy and potential energy by examining the inside of "Push-n-Go" toys, determine how a commercial roll-back works, make a soda can into various energy toys, and explore gravitational potential energy with "loop-the-loop" tracks. All activities include variations and extensions as well as suggestions for cross-curricular integration. This module is organized into three main sections: (1) "Pedagogical Strategies"; (2) "Content Review"; and (3) "Module Activities." An appendix contains a matrix showing how the activities relate to the National Science Education Standards. (PVD)

ED 419 706 SE 061 438

Exploring Matter with TOYS: Using and Understanding the Senses.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 206p.; For other books in the "Teaching Science with TOYS" series, see SE 061 435-437.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Rust, Val D.; Rust, Diane
The Unification of German Education. Garland Reference Library of Social Science, Volume 960. Reference Books in International Education, Volume 32.
PUB DATE- 95
NOTE- 369p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Cultural Differences; Educational Philosophy; Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Modern History; Multicultural Education; Western Civilization
IDENTIFIERS- *Germany

This study is an outgrowth of a research project undertaken shortly after the collapse of the German Democratic Republic (GDR). The book is divided into four sections with 15 chapters. Part 1, "The Context," provides: (1) "Education and Social Change in Germany"; (2) "The Politics of Division and Unification"; (3) "Education in the Federal Republic of Germany"; (4) "Education in the German Democratic Republic"; and (5) "Teachers and Teaching in the Two Germanys." Part 2, "The Collapse and Its Aftermath," contains: (1) "The Crisis and Collapse of East Germany and Its Schools"; and (2) "Creativity in East German Schooling." Part 3, "The Unification of the Two Germanys," offers: (1) "Toward a West German Education Model"; (2) "School Laws in the New States of Germany"; and (3) "Transformed Education in the New States." Part 4, "Some Special Cases," includes: (1) "Gender Issues Related to Work and Education"; (2) "Family Education"; (3) "Free-Time and Education"; and (4) "Education, Extremism, and the Foreigner." Part 5, "Beyond the New States of Germany," has the chapter "A United Germany Faces the Future in a United Europe." The volume concludes with a copy of the school law of the state of Saxony-Anhalt and an extensive bibliography. (EH)

ED 419 725 SO 027 964

Altbach, Philip G.; Kelly, Gail P.
Textbooks in the Third World: Policy, Content, and Context. Garland Reference Library of Social Science, Volume 450.
PUB DATE- 88
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- African Studies; Asian Studies; Comparative Education; *Content Analysis; *Developing Nations; Educational Policy; Elementary Secondary Education; Foreign Countries; Global Education; Multicultural Education; *Politics of Education; *Textbook Content; Textbook Evaluation; Textbook Research; *Textbooks

This volume of essays focuses on textbooks in developing nations of the world. Issues of concern are textbook supply in the schools, national policies and their relation to textbook supply and content, the role of national and international agencies in textbook publication and control, and the influence of textbooks on classroom practice. The central problems addressed are textbook availability and classrooms use, as well as textbook content. The book is divided into two parts with eleven chapters. Part 1, "The Policy Context," contains the essays: (1) "Textbooks and the Third World: An Overview" (Philip G. Altbach; Gail P. Kelly); (2) "Textbooks in political campaigns, voting, freedom of speech, and 4th Amendment rights. (RJC)

ED 419 748 SO 028 857

Frantzich, Stephen, Ed.; Splaine, John
Tocqueville in the Classroom: Exploring Democracy in America.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constitutional History; *Democracy; Democratic Values; Elementary Secondary Education; Federalism; *Freedom; *North American History; Social Studies; *United States History
IDENTIFIERS- *Beaumont (Gustave de); *Tocqueville (Alexis de)

This learning packet is divided into two parts with eleven chapters. Part 1 provides background information retracing Alexis de Tocqueville's 1831-32 tour of North America which led to the publication of "Democracy in America." Part 2 contains a short description of the seven primary themes emphasized by de Tocqueville with issues more fully explored in the teaching modules at the end of each chapter. Chapter titles include: (1) "Studying America: The Itinerary for Alexis de Tocqueville and Gustave de Beaumont"; (2) "Alexis de Tocqueville: A Timeline Biography (1805-1859)"; (3) "Gustave de Beaumont: A Timeline Biography (1802-1866)"; (4) "Brief Biographies of Some Tocqueville Interviewees"; (5) "The Journey and North American Geography"; (6) "Social and Cultural Issues in American Democracy"; (7) "Political Issues in American Democracy"; (8) "Media and the Press in American Democracy"; (9) "Associations in American Democracy"; (10) "Race and Gender in American Democracy"; and (11) "Research Methodology/Teaching Methodology." An accompanying booklet contains the "1996-97 Equipment-For-Education Grant Winning Entries." The teacher-authors' winning lesson plans were chosen based on the ease in translating the substantive ideas of the lessons to text. The lessons include: (1) "To Be A President: The Children's View"; (2) "Election Day"; (3) "The Balancing Act"; (4) "Think Tank C-SPAN"; (5) "Body Language in Politics"; (6) "Presidential Inaugural Addresses: Sounding the Alarm and Leading the Charge"; and (7) "Immigrants: Do They Really Hurt The United States?" The lessons feature goals, objectives, classroom activities, classroom discussion questions, results, background, and out of class assignments. (EH)

ED 419 749 SO 028 859

Greer, W. Dwaine
Art as a Basic: The Reformation in Art Education.
PUB DATE- 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Aesthetics; *Art; Art Appreciation; Art Criticism; *Art Education; Art History; Change; *Discipline Based Art Education; Educational Change; Elementary Secondary Education; National Standards
IDENTIFIERS- National Arts Education Standards

This book presents the ideas and premises that define the

Digest include: "What Is World History?"; "Why World History in the School Curriculum?"; "Major Themes and Habits of Mind for Teaching and Learning World History"; and "Teacher Preparations and Instructional Strategies." Included is a list of references and ERIC resources related to the study of world history. (RJC)

ED 419 773 SO 029 330

Otten, Evelyn Holt
Using Primary Sources in the Primary Grades. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Active Learning; Discovery Learning; Elementary Education; *History; History Instruction; Learner Controlled Instruction; Primary Education; *Primary Sources; *Social Studies
IDENTIFIERS- ERIC Digests

This ERIC Digest describes what primary sources are and how and why they can be used in elementary school classrooms. Primary sources are historical artifacts with which students can interact to effectively engage in active learning. Topics discussed in the Digest include: "What Are Primary Sources?"; "Why Use Primary Sources?"; "How To Use Primary Sources."; "Where To Find Primary Sources." Included is a list of references and ERIC resources related to the use of primary sources in the study of history. (RJC)

ED 419 774 SO 029 331

Patrick, John J.
Multicultural Education and the Civic Mission of Schools.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; Citizenship Education; *Civics; Cross Cultural Training; Cultural Education; Democracy; Democratic Values; Elementary Secondary Education; Higher Education; *Multicultural Education; *Social Studies

This paper discusses key elements of current multicultural challenges of the traditional civic mission of schools. It appraises these challenges to suggest their strengths and weaknesses--contributions and pitfalls--with regard to fundamental U.S. principles of democracy endorsed by both multicultural challengers and traditional civic educators. Finally, it suggests how multicultural education and civic education can be conjoined in the mission and core curriculum of schools to support genuinely the principles and practices of democratic citizenship. (RJC)

ED 419 775 SO 029 332

Patrick, John J., Ed.; Weakland, John E., Ed.
International Partnerships for Civic Education and Democracy.
SPONS. AGENCY- Office of Educational Research and Improvement

researchers administered the CGI Beliefs Scale before or after each of the workshops. The Beliefs Scale examined beliefs about the role of the learner, relationships between skills and understanding, sequencing of topics for instruction, and the role of teachers. Results indicated that during the first year, teacher's beliefs declined, though not all the way back to baseline, despite receiving extensive support. It took 2 years of implementation for teachers' beliefs to recover to the same level evidenced immediately after the initial workshops. (SM)

ED 419 792 SP 037 956

Schmidt, Henk G.; Moust, Jos H. C.
Processes That Shape Small-Group Tutorial Learning: A Review of Research.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Discussion (Teaching Technique); Foreign Countries; Group Discussion; Higher Education; Prior Learning; Secondary Education; *Small Group Instruction; Teaching Methods; *Tutoring; Tutors
IDENTIFIERS- Netherlands; *Problem Based Learning

This paper examines research on students' learning in small tutorial groups, highlighting: (1) cognitive processes elicited by small group discussion and their effects on achievement; and (2) the influence of tutors on student learning. The studies examined problem based learning (PBL) in small groups in high schools and universities. Researchers investigated whether: PBL activated students' prior knowledge; initial analysis of problems stimulated retrieval of knowledge acquired earlier; and prior knowledge facilitated understanding of new information. They noted the effect of prior knowledge activation on processing new information; contributions of group discussion to the effect of PBL; cognitive processing while involved in problem discussion; and evidence for constructive processes in small group tutorials. They also investigated the extent to which tutors should be subject matter experts, noting behaviors that characterized effective tutors. They examined research on: expert and non-expert staff tutors; staff and student tutors; reasons for inconclusive results of tutor expertise studies; differences in actual behavior between tutors; and theories of effective tutors. Results suggest that initial analysis of a problem mobilizes students' prior knowledge that is used to construct an initial representation of the processes responsible for the phenomena or events described in it. Students' construction of this initial theory facilitates the comprehension of problem-relevant new information. Social congruence, subject matter expertise, and the ability to be cognitively congruent with one's students are all crucial to effective tutoring. (Contains 30 references.) (SM)

ED 419 793 SP 037 957

Reames, Ellen H.; Spencer, William A.
Teacher Efficacy and Commitment: Relationships to Middle School Culture.

Foster-Harrison, Elizabeth S.; Adams-Bullock, Ann
Creating an Inviting Classroom Environment. Fastback 433.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetics; *Classroom Environment; Classroom Furniture; Elementary Education; Parent Attitudes; *Physical Environment; Student Attitudes; Teacher Attitudes; Teaching Conditions

This booklet presents suggestions for teachers, administrators, and parents about how to make a school better by improving the physical environment. Information comes from a study that analyzed environmental features which helped make a difference to students, teachers, and parents. During 1995-1997, two researchers examined classroom environments in rural, suburban, and urban settings. Through observations, interviews, and surveys, they made comparisons between what teachers actually had in their classrooms and what they said was important to have in the classroom learning environment. They compared the information to what parents and students believed. The study looked at five categories for comparison: furniture, aesthetics, comfort, instructional items, and professional items. Over 400 4th-8th grade teachers completed interviews and surveys. There were distinct differences between what was actually in the classrooms and what they ideally should have. More than 125 teachers at the high school level were surveyed. Over 700 4th-8th grade students completed the study and ranked comfort as the most important element in a friendly classroom. Parents also ranked comfort as the most important element. The booklet offers recommendations for improving the educational environment via the five categories and explains how to create an action plan for change. (SM)

ED 419 810 SP 037 980

Martin, Kathleen Jeanette
Classroom Relationships: The Narratives of a Lakota High School Teacher.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Critical Thinking; High School Students; High Schools; Interpersonal Competence; *Lakota (Tribe); *Personal Narratives; Secondary School Teachers; *Story Telling; Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods; Thinking Skills
IDENTIFIERS- South Dakota

This paper describes the teaching practices of one Lakota teacher in a South Dakota reservation high school. The research was part of a larger study that compared and contrasted the classroom style of Indian and non-Indian teachers. This study examined the teacher's use of narrative as an instructional strategy and her efforts at encouraging students to think second part shows the application of the results of the Microscale program to data from a children's attitude survey. (SLD)

ED 419 828 TM 028 403

Jacobvitz, Deborah; Crosby, Danielle; Wooley, John; Smith, Ralph
ASPIRE: An Even Start Program of Communities in Schools. Final Evaluation Report, Year 3, 1996-97. Publication Number 96.20.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; *Early Childhood Education; *Family Programs; Low Income Groups; *Parent Education; *Parenting Skills; Poverty; Program Effectiveness; Program Evaluation; Tables (Data); Urban Schools
IDENTIFIERS- Austin Independent School District TX; *Even Start

The 1996-97 school year marked the third year of a 4-year grant from the Texas Education Agency's Division of Adult and Community Education for funding the ASPIRE/Even Start program operated by Communities In Schools-Central Texas Inc. (CIS). The broad purpose of Even Start is to help break the cycle of poverty and illiteracy in families by improving the educational opportunities of low-income families with young children through an integrated program of early childhood education, adult literacy training, and parenting skills education. In 1996-97, the ASPIRE program served 77 families at 2 locations. The evaluation team, which was assembled before the start of the third program year, met with the program coordinator several times throughout the year. Measures for determining the effectiveness of the program included observations, interviews, portfolio examination, and curricular review. Evaluators found that the program provides a diverse array of services, and that these services are carefully tailored to meet the needs of individual families, with the needs and progress of families carefully tracked and modifications made as needed. Mothers experienced an impressive reduction in stress due to child characteristics and child rearing. ASPIRE encourages the literacy and language skills of both children and parents. Recommendations are made for program improvement, including promoting more participation by fathers. Three appendixes contain the early childhood program description, parent education modules, and parenting stress index scales. (Contains six tables.) (SLD)

ED 419 829 TM 028 404

Curry, Janice; Griffith, Julia; Washington, Wanda; Zyskowski, Gloria
Title I Middle Schools Evaluation, 1997-98. Publication Number 97-03.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Disadvantaged Youth; *Educational Change; Federal Aid; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Participation; Program Evaluation; School Restructuring; Tables (Data); Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Elementary

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Need; American Indians; *Cross Cultural Studies; Focus Groups; Foreign Countries; *High School Students; High Schools; Indigenous Populations; Interviews; *Research Methodology; Self Concept; Statistical Analysis; *Student Motivation
IDENTIFIERS- Australia; *Multidimensional Models

This paper reports on a series of studies that examine the multidimensional nature of achievement motivation across a number of cultural groups, the determinants of this achievement motivation, and the relationship of achievement motivation to criteria of school success, such as attendance, retention, achievement, further education, and occupational choice. These studies, conducted over 15 years, have had large samples of high school students: (1) 496 Aboriginal students; (2) 1,173 Anglo Australian students; (3) 487 Australian students of immigrant background; (4) 919 Navajo students; (5) 141 Arabic-background Australian students; (6) 198 Betsiamite (Canadian Indians) students; (7) 1,078 Anglo American students; and (8) 80 Yavapai students. A focus of the paper is an examination of the multi-method approaches used to ensure the cultural validity and reliability of the information obtained, especially the etic-emic (a model which effectively reflected key variables determined in presurveying and interviewing to be relevant to the groups being studied) considerations important in such research. Among the range of techniques used are focus group interviews, individual interviews, open-ended surveys, observations, field work, and closed survey instruments. Analysis techniques included exploratory and confirmatory factor analysis, multivariate analysis of variance, multiple regression analysis, discriminant analysis, content analysis, and non-numerical unstructured data indexing searching and theorizing (NUD.IST) analyses. Overall, findings suggest that the motivational profiles of the diverse groups participating are more similar than different, and that only a narrow range of goals and sense of self variables is important in explaining school achievement on educational criteria, and that these are similar across all the groups. (Contains 3 figures and 43 references.) (SLD)

ED 419 849 TM 028 425

McInerney, Valentina; McInerney, Dennis M.
Metacognitive Strategy Training in Self-Questioning: The Strengths of Multimethod Investigations of the Comparative Effects of Two Instructional Approaches on Self-Efficacy and Achievement.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Computer Anxiety; Diversity (Student); Foreign Countries; Higher Education; *Learning Strategies; *Metacognition; Qualitative Research; Self Efficacy; *Training
IDENTIFIERS- *Multiple Measures Approach; *Self Questioning

change the outcomes for this population. This is the last in a series of reports from the study. A variety of community-based organizations implemented the program well in 16 diverse sites, although participation by the enrollees was uneven. At the 18-month follow-up point, the program had created a substantial increase in educational attainment, with acquisition of a General Educational Development certificate by many participants, greater use of good quality child care, and improvement in parenting skills, balanced against high rates of repeat pregnancy, inconsistent program attendance, and the fact that more than 80% of the participants were still on welfare. A monograph based on 50 interviews with participants explored some of the circumstances behind these findings. This report extends the study to 42 months of follow-up. The 2,079 young mothers who were studied in the follow-up are now 22.4 years of age on average. For many measures, outcomes have improved for these young women since they enrolled in New Chance, but the sobering news is that the absolute levels of progress leave these families far from self-sufficiency. For most outcomes, New Chance did not improve progress over and above that shown by an equivalent group of young women who did not attend New Chance. Although the New Chance experience provides few definitive answers about what should be done, it does raise critical questions about the direction and consequences of public policy, and it does indicate the need for public policies that move beyond the scope of the welfare system to enhance young mothers' efforts to become self-sufficient. (Contains eight tables.) (SLD)

ED 419 865 UD 032 340

Syropoulos, Mike
Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area F.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Assessment.
PUB DATE- 97
NOTE- 211p.; For related documents, see UD 032 006, UD 032 187-188, UD 032 205, UD 032 229, UD 032 248, and UD 032 341.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; *School Restructuring; Tables (Data); Teacher Attitudes; *Teachers; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct non-instructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area F of the Detroit schools. Three principals completed a survey, and indicated that the program boosted student achievement. Students who completed questionnaires (n=125) were highly satisfied with the program and thought it helped them

1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Education Majors; *Educational Psychology; *Field Experience Programs; Intermediate Grades; Junior High Schools; Learning; *Mentors; Middle Schools; Models; *Preservice Teachers; *Professional Development; *Teacher Education; Urban Schools; Urban Youth

IDENTIFIERS- Middle School Students

This narrative recounts the process of developing and implementing a field component in a preservice course on the psychology of teaching and learning at a large urban school of education. The professional development model of integrated school reform was used as a theoretical base. The field component of the course had two strands: reflective observations and mentoring students identified by teachers as at-risk. Data include survey feedback from: (1) a team of 5 middle school teachers; (2) 14 mentored seventh graders; and (3) the 25 university students in the course. Other sources of information and interpretation are the preservice teachers' final papers in the course that analyzed the field experience in terms of a psychological principle of teaching and learning, and notes from initial meetings as well as a followup meeting with the middle school teachers and several university students after the semester ended. Looking at the data from a cost/benefit ratio perspective, this small Professional Development School (PDS) initiative reveals both intended and unintended benefits and also reveals specific contextual barriers to implementation in a nonresident, noncohort school of education. Challenges to implementing this field program in a subsequent semester highlight the dynamic nature of working in PDS settings. Appendixes contain notes on fieldwork experiences, the student survey, and the assignment from the university class syllabus. (Contains 2 tables and 31 references.) (Author/SLD)

ED 419 882 UD 032 359

Studer, Susan Clark

The Voices of Desegregation: Parents, Students and District Personnel Reflect, Thirty Years After.

PUB DATE- 98

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Black Students; *Desegregation Effects; Desegregation Plans; Educational History; Elementary Secondary Education; Hispanic Americans; Memory; Parent Attitudes; *Parents; *School Desegregation; *Student Attitudes; Teacher Attitudes; Teachers; Urban Schools; *Voluntary Desegregation

IDENTIFIERS- Hispanic American Students; *Riverside Unified School District CA

In this research study, individuals involved in the original implementation of a desegregation plan in the Riverside Unified School District (California) and those who were affected by the plan were interviewed to determine pros and cons of the

Persons; *Multiracial Education

The racial categorization of children has become increasingly important as a measure to ascertain diverse needs among students as well as the appropriate manner by which teachers and other school personnel might respond to such needs through increased awareness and understanding. Multiracial children, the offspring of multiple racial unions, have needs that are not being met because, among other things, they are categorized on the basis of one race only on school forms. To analyze the ways in which the needs of multiracial children are not being met, school and federal documents were reviewed, and interviews were conducted with 30 urban and suburban teachers, administrators, and other school personnel. Theories of radical pedagogy were used to analyze the role that these cultural forms and significant personnel might play in fostering or obstructing a positive racial identity in interracial children. Findings show that the multiracial child is still nearly invisible because he or she falls through the cracks of the country's attempt to keep races "pure," even though there is no such thing as racial purity. A new multiracial category will help multiracial students overcome current negative perceptions, shape new perceptions, and change the nature of the multiracial experience. Three appendixes contain examples of school forms and federal documents and a checklist of school services for multiracial students. (Contains one table and numerous references.) (SLD)

ED 419 900 UD 032 377

Berktold, Jennifer; Geis, Sonya; Kaufman, Phillip
Subsequent Educational Attainment of High School Dropouts. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; *Dropouts; *Education Work Relationship; *Educational Attainment; Educational Certificates; *Employment Patterns; *High School Equivalency Programs; High School Graduates; High Schools; Longitudinal Studies; National Surveys; Postsecondary Education; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

This study uses data from the 1988 National Education Longitudinal Study and its 1994 followup to examine the educational and employment attainment of 1988 eighth graders who dropped out of high school. About half of them ultimately completed high school. By 1994, 16% had completed a high school diploma, 29% had completed a General Educational Development (GED) or equivalency certificate, and 24% were working on a diploma or GED. The remaining one-third of dropouts had no credential and were not pursuing any further education. High school completion among dropouts was associated with socioeconomic status. Dropouts who had demonstrated academic ability, although not necessarily academic performance, were most likely to complete high school. By 1994, 2 years after most of the "cohort" had completed high school, high school completion among dropouts was associated with some educational, but few employment, characteristics. In 1994, most dropouts were either working, looking for work, or at home. About the discrimination complaints, drug-free schools and campuses policy, faculty evaluation, field trips, full- and part-time lecturers, grade dispute policy and procedure, grading system and policy, grievance policy and procedure, instructional fees as staff benefit, mandatory assessment and placement, sexual harassment policy, smoke-free policy and procedures, student conduct and honor code and honor code procedures, student records, and withdrawal policy. The second section consists of teaching tips and techniques. The final section includes campus procedures and support services. These are broken down into continuing and professional education, and eastern, metropolitan, and western campus. (YKH)

ED 419 555 JC 980 240

Maldonado, Carmen
Tuition Assistance Program (TAP) at Court Reporting Institute (CRI). Audit for 1989-1990 through 1994-1995 Academic Years.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); Community Colleges; *Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Student Financial Aid; *Tuition Grants; Two Year Colleges
IDENTIFIERS- *Tuition Assistance Program NY

The State of New York conducted an audit on the Court Reporting Institute (CRI), a two-year registered business school, to determine whether CRI's management complied with relevant laws and regulations for certifying students as eligible for the Tuition Assistance Program (TAP) awards. Results indicated that CRI was overpaid a total of $817,909 in TAP awards during a six-year period that ended in 1995. During the audit, discrepancies found between the school's student transcripts and its course attendance registers rendered much information unreliable and led auditors to disallow all 1,599 TAP awards. The questionable validity of the school's records also suggests the possibility of illegal acts or improprieties. The report discusses these altered records and addresses statistical sample issues, ineligible awards from the statistical sample, and general requirements. The criteria, audit determination, school officials' position, and auditor's comments are provided. Also reviewed: graduates not offered the program as approved; students not in full-time attendance; students not in good academic standing; classes exceeding the student/teacher ratio; and TAP not being posted. The State of New York recommended that the Higher Education Services Corporation recover the total $817,909 plus applicable interest from CRI. (YKH)

ED 419 556 JC 980 241

McHewitt, Earl R.
Employment Status of VCCS Students Fall Semester 1996. Research Report Series.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Research; Employers; Employment; Employment Level; Employment Patterns;

mostly informational as opposed to offering services such as sexually transmitted diseases (STD) testing and birth control. Of the few colleges that offer HIV testing, three-quarters offer it for free, though more than one-third of the colleges thought that HIV/AIDS was not an issue on their campus. Community colleges most value county health departments, hospitals, and grassroots community organizations as partners for HIV/AIDS information, support, and referral, but 70 percent want more collaboration. (YKH)

ED 419 575 PS 025 427

Work and Childcare: Implementing the Council Recommendation on Childcare. A Guide to Good Practice. Social Europe Supplement.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Day Care; Early Childhood Education; *Employed Parents; *Family Work Relationship; Fathers; Foreign Countries; Government Role; Leaves of Absence; *Policy Formation; Position Papers; *Public Policy; Sex Fairness; Work Environment; Working Hours; *Young Children
IDENTIFIERS- European Union; Parental Leave; Policy Implementation; Policy Issues

In 1992, the Council of European Community Member States adopted the Childcare Recommendation, describing the elements of effective childcare systems, to assist in the development of public policy to help parents reconcile work and family roles. This guide provides detailed suggestions for implementing these elements. Following an introduction summarizing the recommendation and the policy framework, chapter 1 of the guide describes the benefits of measures to help parents reconcile the demands and needs of family and professional life. Chapter 2 maintains that reconciliation needs may be addressed at a number of levels, including governments, workplaces, and individual child care services; suggests that national policies will be more effective if coordinated with other policy areas; and recommends that authorities use a three-stage approach to implement the recommendation. Chapter 3 concentrates on policy implementation and gives examples of good practice in four areas: (1) services providing care for children; (2) leave arrangements for employed parents; (3) environment, structure, and organization of work and the workplace; and (4) promoting and encouraging increased participation by men in child care. Chapter 4 discusses monitoring and evaluating policies and practices to determine if they meet the recommendations, and developing review procedures to indicate where further improvements are needed; this chapter also lists suggestions for evaluating childcare services, special leave, the workplace, and sharing of responsibilities. The guide's annexes include the full text of The Council Recommendation on Childcare; Commission policy on reconciliation-related law, structural funds and community initiatives; and a glossary of key concepts. (KB)

ED 419 576 PS 025 911

Every Kid Counts in the District of Columbia: 4th Annual Fact Book, 1997.

Elizabeth; Binkley, M. Edward
STAR Follow-Up Studies, 1996-1997: The Student/Teacher Achievement Ratio (STAR) Project.
SPONS. AGENCY- National Education Association, Washington, DC.; American Federation of Teachers, Washington, DC.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Size; Elementary Education; *Followup Studies; Outcomes of Education; Predictor Variables; *Teacher Student Ratio
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

The Student/Teacher Achievement Ratio (STAR) Project first investigated the effect of small class size on student achievement with over 6,000 Tennessee primary students in 1985 through 1989. The study found a consistent and significant benefit of small classes for all students, with the greatest advantages for minority, inner-city students from low SES backgrounds. For grades 4 through 8, the Tennessee Department of Education provided researchers with standardized achievement test scores, which were then matched to the appropriate STAR cohorts and compared for significant differences. Results through grade 8 showed that those students who were in small classes during K-3 continued to score significantly higher on standardized achievement tests than their peers who had attended regular classes or regular classes with a teacher aide. However, at grade 9 statistically significant results did not emerge, which was attributed to the statewide testing procedures that were in place for the ninth-graders. The follow-up study reported here was conducted to provide continuity to STAR by determining whether or not at the end of grade 10 STAR (K-3) small-class students maintained any academic achievement advantages over their peers. Data were drawn from the Tennessee Competency Exam (TCE), required for high school graduation; results indicated that tenth-graders who had participated in STAR small classes appeared to have maintained advantages over their peers. Although there were no statistically significant differences in the TCE grade 10 test scores by class type, it was found that a significantly larger portion of small-class students, compared to students from regular classes or regular classes with teacher aides, had already passed the TCE requirement at grade 8. (Contains 14 references.) (EV)

ED 419 594 PS 026 476

Bronzaft, Arline L.
Top of the Class: Guiding Children along the Smart Path to Happiness. Creativity Research.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adults; Attitudes; Birth Order; Elementary Secondary Education; Family Characteristics; Health; *High Achievement; Higher Education; Job Satisfaction; Life Satisfaction; Mental Health; Moral Values; Predictor Variables; Questionnaires; Sex Differences; Socioeconomic Status; Telephone Surveys; Well Being
IDENTIFIERS- Phi Beta Kappa

The relationship between high academic achievement and personal characteristics is fraught with myths. Three studies examined

Regardless of the location, the extent of a family's involvement in a child's early childhood program affects how well the child adjusts and how much he or she learns. When families take part in their children's educational programs; children do better in school, and the quality of their education can improve. This 2-page issue of "The Early Childhood Digest" discusses family involvement and choosing early childhood programs that encourage involvement. The digest defines family involvement as families working together with caregivers and teachers to create an atmosphere that strengthens learning both at the program and in the home. The digest discusses several ways family members can influence children's education, describes how to choose a program that promotes family involvement, and offers several questions that family members can ask of program directors to determine the family involvement level of their program. (EV)

ED 419 613 PS 026 526

Allain, Violet Anselmini; Pettus, Alvin M.
Teaching Diverse Students: Preparing with Cases. Fastback 429.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Method (Teaching Technique); *Cultural Awareness; Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Higher Education; Multicultural Education; *Teacher Education; Teacher Education Curriculum; Teacher Response; Teaching Methods

The use of short cases (or case scenarios) and a case method of instruction can help teachers and other educators in both preservice and inservice contexts learn ways of implementing curriculum and providing effective instruction for diverse students. This "Fastback" from the Phi Delta Kappa Educational Foundation illustrates such use of the case method. The booklet's contents are: (1) "Introduction"; (2) "Case Scenarios and Case Methods" (using the case method, case scenarios for diversity preparation); (3) "Strategies for Using Case Scenarios" (providing appropriate direction, sample directions for scenario analysis, sample case scenario and responses, comparing responses to short and long versions); (4) "Case Scenarios for Practice" (language and nationality, gender and content construction, curriculum and content integrity, sexual orientation and recognition, class or socioeconomic conditions); and (5) "Conclusion." (Contains 29 references.) (EV)

ED 419 614 PS 026 527

Whitebook, Marcy; Howes, Carollee; Phillips, Deborah
Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Child Care Occupations; Child

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; Evaluation Methods; High Schools; *Institutional Environment; *Self Evaluation (Groups)
IDENTIFIERS- Barriers to Change; *Learner Centered Instruction

This paper suggests that education leaders who would create learner-centered schools should define and understand the prevailing organizational structures and educational processes of their schools and determine whether or not these subsystems support or oppose one another. This report examines the use of a self-assessment, diagnostic tool (the Kite) designed to reveal incongruities between organizational and educational subsystems within high schools. Building from successful implementation in schools in the Netherlands and elsewhere in Europe, the study described in the report examined the efficacy of the Kite process in American schools. Four case studies of schools in the southwest United States are presented. The case studies indicate that in all schools, staff participants were interested and active in assessing their work environment, this in the apparent absence of teacher opportunity to routinely discuss school development. Tension between teachers' desires to teach students as individuals and the top-down requirement for standardization and accountability was commonplace. Based on these findings, the report notes that application of the Kite framework as a diagnostic tool can help a school identify its barriers to concentrated reform efforts by constructing an authentic picture of the school, which can then be measured against the qualities and practices of a learner-centered environment. (Appendix details the Kite components, models, and assessment procedures. Contains 18 references.) (HTH)

ED 419 631 PS 026 600

Mills, Rebecca
Grouping Students for Instruction in Middle Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Grouping; Academic Ability; *Academic Achievement; *Class Organization; Elementary Education; Elementary School Students; *Grouping (Instructional Purposes); Heterogeneous Grouping; Intermediate Grades; Junior High School Students; Junior High Schools; *Middle Schools; Outcomes of Education; School Effectiveness; Student Characteristics; Teacher Attitudes; *Track System (Education)
IDENTIFIERS- ERIC Digests; *Middle School Students

Schools use a variety of ways to group students for instruction; most prevalent in middle level schools seems to be ability grouping. Arguments once considered persuasive for ability grouping are losing influence given evidence that the practice results in few achievement benefits and several negative effects. This Digest discusses attitudes toward tracking, summarizes research on ability grouping and tracking, and

Efficiency; Higher Education; *Integrated Activities; Models; *Outdoor Education; *Program Development; *School Recreational Programs; Staff Development

IDENTIFIERS- Brigham Young University UT; *Kayaking; *Value Added

Outdoor programs can offset initial investment costs in services and products by developing integrated program areas. The experience of Outdoors Unlimited, a recently created kayaking program at Brigham Young University (Utah), is provided as a model. The purchase of 11 kayaks for rental was followed by the introduction of retail sales, repair services, clinics, and outings, which allowed a synergistic approach to cutting costs, increasing income, offering expanded services, and increasing the quality of services rendered. The approach is compared to a bicycle wheel, with the rental kayaks comprising the hub and the retail, repair, clinics, and outings aspects serving as the spokes that strengthen the wheel. The retail boats stimulate additional rentals as people determine which boat to buy; accessories support the instructional clinics by providing supplies; educational books and videos round out the instructional experience; and a full-service repair shop brings customers into the store. Offering the clinics during the off-season maximizes the return on the initial investment, and the clinic students become the primary customers of the outings. Program integration has resulted in increased staff training and development. Staff participation in the clinics and outings instills a sense of accomplishment, increases morale, creates a common bond between staff, and increases staff's product knowledge. A knowledgeable, enthusiastic staff builds a positive reputation for the business and cultivates customer confidence and loyalty. Six figures depict the model and its financial benefits. (TD)

ED 419 649 RC 021 512

Bauch, Todd M.

Risk Management Practices of University Based Adventure Programs.

PUB DATE- 97

NOTE- 14p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adventure Education; *College Programs; Colleges; Higher Education; *Policy; *Risk Management; Safety; *School Recreational Programs; School Surveys; Staff Development; Tables (Data)

IDENTIFIERS- *Outdoor Recreation; Program Characteristics

A survey of 652 adventure recreation agencies in higher education settings examined the use of risk management practices and the relationships between agency characteristics and risk management techniques. The survey contained 27 Likert Scale questions divided into four categories (agency guidance, staff development, participant education, and written documentation); 11 check lists about agency policies and procedures; and 9 questions on demographics (agency characteristics, environment, and staffing). Results show that over 84 percent of the agencies had risk management policies, but only 66.9 percent had ways of distributing the policies to staff, and only about 66 percent had their policies approved by the institution that would have to defend the agency in court. Over 73 percent of the agencies had risk management procedures, but only 65

PUB DATE- 98

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; *Constructivism (Learning); *Educational Change; Elementary Secondary Education; *Faculty Development; Learning Strategies; *Reflective Teaching; Science Curriculum; Science Education; Science Teachers; Scientific Methodology; *Teacher Attitudes

IDENTIFIERS- Nature of Science

This study examined the influential factors toward conceptual changes in in-service teachers as they engaged in a summer professional development program. The program curricula attempted to challenge teachers over weaknesses in their pedagogical instruction, provide feasible teaching approaches, and cultivate their strengths and interests through action research projects. A variety of data sources including documents, interviews, and researcher-developed questionnaires were collected and analyzed for reflecting on the effects of remodeled curricula. Findings indicate that the in-service teachers' abilities, their prior views of the nature of students' learning, science teaching and the science discipline, and social factors impede teachers from adopting constructivist teaching approaches. (DDR)

ED 419 667 SE 061 363

Madill, Helen M.; Montgomerie, T. Craig; Armour, Margaret-Ann; Fitzsimmons, George W.; Stewin, Leonard L.; Tovell, Dorothy R.

Attracting Females to Science Careers: How Well Do Special Initiatives Work?

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- 97

NOTE- 7p.; Funding also received from Nortel.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Employed Women; Females; Foreign Countries; Grade 11; High Schools; *Science Careers; Science Education; Self Concept; *Student Attitudes; *Student Surveys; Summer Science Programs; Values; *Womens Education

IDENTIFIERS- Canada; *Women in Science

Although there is considerable anecdotal evidence concerning the success of a large number of programs for women in science in Canada, no well-controlled studies had been conducted. This publication reports on results from an outcome evaluation of the Women in Scholarship, Engineering, Science and Technology (WISEST) Summer Research Program for Grade 11 students at the University of Alberta. A longitudinal design involved following three cohort groups over three years--a group that participated in the WISEST summer program, a second group of WISEST applicants who participated in a one-day science career workshop, and a control cohort. Telephone surveys and inventories were used to track participants after completion of their programs. Surveys assessed choice of field, level of readiness to make career decisions, career interest, and values. Findings indicate that the value of the WISEST program rests in participants being able to confirm or reject their selection of science as their field after a short, meaningful

ED 419 686   SE 061 398

Rosenstein, Joseph G., Ed.; Franzblau, Deborah S., Ed.; Roberts, Fred S., Ed.
Discrete Mathematics in the Schools. DIMACS Series in Discrete Mathematics and Theoretical Computer Science, Volume 36.
PUB DATE- 97
NOTE- 465p.; Papers presented at the DIMACS Conference (Piscataway, NJ, October 2-4, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Science; *Educational Resources; *Educational Technology; Elementary Secondary Education; Interdisciplinary Approach; *Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- *Discrete Mathematics

This book is a collection of articles by experienced educators and explains why and how discrete mathematics should be taught in K-12 classrooms. It includes evidence for "why" and practical guidance for "how" and also discusses how discrete mathematics can be used as a vehicle for achieving the broader goals of the major effort now underway to improve mathematics education. This volume was developed from a conference that took place at Rutgers University entitled "Discrete Mathematics in the Schools: How Do We Make an Impact?". Chapters include: (1) "Discrete Mathematics in the Schools: An Opportunity To Revitalize School Mathematics" (Joseph G. Rosenstein); (2) "The Impact of Discrete Mathematics in My Classroom" (Patrick Carney); (3) "Three for the Money: An Hour in the Classroom (Nancy Casey); (4) "Fibonacci Reflections--It's Elementary!" (Janice C. Kowalczyk); (5) "Using Discrete Mathematics To Give Remedial Students a Second Chance" (Susan H. Picker); (6) "What We've Got Here Is a Failure To Cooperate" (Reuben J. Settergren); (7) "Implementing the Standards: Let's Focus on the First Four" (Nancy Casey and Michael R. Fellows); (8) "Discrete Mathematics: A Vehicle for Problem Solving and Excitement" (Margaret B. Cozzens); (9) "Logic and Discrete Mathematics in the Schools" (Susanna S. Epp); (10) "Writing Discrete(ly)" (Rochelle Leibowitz); (11) "Discrete Mathematics and Public Perceptions of Mathematics" (Joseph Malkevitch); (12) "Mathematical Modeling and Discrete Mathematics" (Henry O. Pollak); (13) "The Role of Applications in Teaching Discrete Mathematics" (Fred S. Roberts); (14) "What Is Discrete Mathematics? The Many Answers" (Stephen B. Maurer); (15) "A Comprehensive View of Discrete Mathematics: Chapter 14 of the New Jersey Mathematics Curriculum Framework" (Joseph G. Rosenstein); (16) "Discrete Mathematics in K-2 Classrooms" (Valerie A. DeBellis); (17) "Rhythm and Pattern: Discrete Mathematics with an Artistic Connection for Elementary School Teachers" (Robert E. Jamison); (18) "Discrete Mathematics Activities for Middle School" (Evan Maletsky); (19) "Putting Chaos into Calculus Courses" (Robert L. Devaney); (20) "Making a Difference with Difference Equations" (John A. Dossey); (21) "Discrete Mathematical Modeling in the Secondary Curriculum: Rationale and Examples from the Core-Plus Mathematics Project" (Eric W. Hart); (22) "A Discrete Mathematics Experience with General Mathematics Students" (Bret Hoyer); (23) "Algorithms, Algebra, and the Computer Lab" (Philip G. Lewis); (24) "Discrete Mathematics Is Already in the Classroom--But It's Hiding" (Joan Reinthaler); (25) "Integrating Discrete

DESCRIPTORS- Curriculum Enrichment; Elementary Education; Elementary School Science; Hands on Science; Instructional Materials; Learning Modules; *Perception; *Physical Sciences; Science Activities; Science Education; *Science Process Skills; *Sensory Experience; Teaching Guides; *Toys
IDENTIFIERS- National Science Education Standards; National Science Foundation

The project Teaching Science with TOYS promotes toys as an ideal mechanism for science instruction, because they are an everyday part of the students' world and carry a user-friendly message. TOYS Teacher Resource Modules are collections of "TOYS" activities grouped around a topic or theme with supporting science content and pedagogical materials. The modules have been developed especially for teachers who want to use active learning, toy-based physical science activities in their classrooms. This module focuses on the senses and is comprised of a collection of 19 physical science activities written for use at the elementary level. Students not only explore various kinds of matter with their own senses but also experience the process of doing science. Everyday objects such as balloons, mittens, coat hangers, cups, popcorn, Jello, and M&Ms are used. Activities based on familiar and friendly objects help students understand that science is part of their world. All activities include variations and extensions as well as suggestions for cross-curricular integration. This module is organized into three main sections: (1) "Pedagogical Strategies"; (2) "Content Review"; and (3) "Module Activities." The list of activities is divided into sections based on the sense. Matrices show how the activities relate to the National Science Education Standards and to science process skills. (PVD)

ED 419 707 SE 061 452

Pehkonen, Erkki, Ed.
Geometry Teaching--Geometrieunterricht. Conference on the Teaching of Geometry (Helsinki, Finland, August 1-4, 1989). Research Report 74.
PUB DATE- 89
NOTE- 278p.
LANGUAGE- English; German
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Software; *Constructivism (Learning); Educational Technology; Elementary Secondary Education; Foreign Countries; *Geometry; *Mathematics Instruction
IDENTIFIERS- LOGO Programming Language

This report contains conference papers on geometry teaching. There were five plenary talks given and a review of Hungarian geometry teaching. The plenary talks addressed background theories of the psychology of learning such as constructivism, perceptional psychology, and motivational psychology. The themes of the 21 short talks were on a varied range of topics from kindergarten to junior high school. The point of emphasis of the conference was on problem-oriented teaching, e.g., pupil activities. Papers include: (1) "Teaching Geometry within the Framework of Constructivism" (J. Leino); (2) "Problems of Language and Communication in the Mathematics Classroom" (H. Maier); (3) "Anregungen der Wahrnehmungspsychologie fur den Geometrieunterricht" (M. Wittoch); (4) "Zum Motivationsproblem im Geometrieunterricht" (E.M. Zbick); (5) "Geometrieunterricht in Ungarn" (A. Ambrus); (6) "Indirekte Denklveisen im Geometrieunterricht" (A. Ambrus); (7) "Using Analogies in Early Secondary Education in Geometry" (G. Becker); (8) "Was nutzt

Developing Countries: Economic and Pedagogical Choices" (Joseph P. Farrell; Stephen P. Heyneman); (3) "Textbooks in Third World Higher Education" (Philip G. Altbach; S. Gopinathan); (4) "The Politics of Textbook Selection and Control: The Case of Interwar Indochina and West Africa" (Gail P. Kelly); and (5) "The Origins of India's Textbook Culture" (Krishna Kumar). Part 2, "Content and Curriculum," includes: (1) "Gender and Textbooks: An African Case Study" (Karen L. Biraimah); (2) "The Quest for National Unity: Language Textbooks in Malaysia" (Hena Mukherjee; Khairiah Ahmed); (3) "Language and Texts in Africa" (Dennis Mbuyi); (4) "Language and the Content of School Texts: The Nigerian Experience" (Chuka Eze Okonkwo); (5) "Curriculum in Action: Mathematics in China's Elementary Schools" (Julia Kwong); and (6) "Textbooks in Revolutionary Iran" (M. Mobin Shorish). The volume concludes with an extensive bibliography. (EH)

ED 419 726   SO 027 965

Altbach, Philip G.; Saldanha, Denzil; Weiler, Jeanne
Education in South Asia: A Select Annotated Bibliography. Garland Reference Library of Social Science, Volume 390. Reference Books in International Education, Volume 3.
PUB DATE- 87
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian Studies; Comparative Education; *Developing Nations; Educational Philosophy; Educational Planning; Educational Policy; Foreign Countries; Global Education; Higher Education; Multicultural Education; *Non Western Civilization
IDENTIFIERS- *Asia (South)

This bibliography comprises 1,419 items arranged in 35 chapters. About 40 percent of the listings include annotations. The bibliography includes education materials in English mainly for the period from 1960 to 1985. In a few instances, important items published earlier are listed. The volume covers the major South Asian nations of Bangladesh, India, Nepal, Pakistan, and Sri Lanka. The list primarily covers books, journal articles, and published reports of major governmental or international agencies. The volume reflects more complete coverage of India than of the other South Asian countries. The bibliography provides a guide to the literature on South Asia but is not to be considered comprehensive because of the limitation of English-language materials and exclusion of articles less than 10 pages in length. (EH)

ED 419 727   SO 028 128

The Middle East Today: An Atlas of Reproducible Pages. Revised Edition.
PUB DATE- 93
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133)
DESCRIPTORS- Area Studies; *Atlases; Demography; Economic Development; Elementary Secondary Education; Foreign Countries; Human Geography; Map Skills; *Maps; *Middle Eastern History; *Middle Eastern Studies; Non Western Civilization; Social Studies; Tables (Data); *World Geography
IDENTIFIERS- Middle East

reformation called discipline-based art education, or DBAE. The volume identifies the contexts of art education that influenced this reformation and attempts to offer compelling reasons why art should function as a "basic" in the core discipline in education. The chapters in the book include: (1) "The Case for Art as a Basic"; (2) "A New Foundation"; (3) "Discipline-Based Art Education"; (4) "Establishing a DBAE Program"; (5) "Changing Contexts"; (6) "National Standards"; and (7) "The Future of Art Education." A list of references for each chapter concludes the text. (EH)

ED 419 750 SO 028 860

Donohue, Keith, Ed.
Imagine! Introducing Your Child to the Arts.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetics; Architecture; Art; *Art Education; Creativity; Dance; Elementary Education; Folk Culture; *Imagination; Mass Media; Music; Music Education; Theater Arts; Visual Arts

This booklet provides parents with practical ways to introduce their children to the arts with the continuous message to encourage children to imagine. This book revises and updates the earlier publication "Three Rs for the '90s." Following the foreword by Robert Coles and an introduction by Jane Alexander, the chapters include: (1) "Dance and Your Child"; (2) "The Theater and Children"; (3) "Your Child and the Visual Arts"; (4) Media Literacy and Children"; (5) "From Words to Stories"; (6) "Folk Arts: Art in Everyday Life"; (7) "Architecture and Children"; and (8) "Music and Your Child's Education." An appendix contains additional art education resources for parents. (EH)

ED 419 751 SO 028 864

Dombrowski, Teresa Turnbow
Activities toward Understanding Mexico's Transition to Democracy. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 29p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; High Schools; Instructional Materials; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Social Studies
IDENTIFIERS- *Mexico

This unit for high school social studies and Spanish language students deals with Mexico's transition toward democracy. Lesson activities include: (1) "What Is An Early Democratic

(ED), Washington, DC.; Center for Civic Education, Calabasas, CA.
PUB DATE- 97
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Capitalism; *Citizenship Education; *Civics; Civil Liberties; Civil Rights; Communism; Democracy; Foreign Countries; Freedom; Global Education; Law Related Education; Self Determination; *Social Studies
IDENTIFIERS- CIVITAS; Czech Republic; Hungary; Latvia; Poland; Russia

This theme issue of "The International Journal of Social Education" contains 11 articles all concerned with efforts to promote civic education in post-communist countries, particularly former Soviet-Bloc nations, including Latvia, Poland, Hungary, the Czech Republic, and Russia. Described are international partnerships for civic education and democratic citizenship that have developed. One prominent example is Civitas: An International Civic Education Exchange Program, which is funded by the Office of Educational Research and Improvement of the United States Department of Education. Among the major articles are: (1) "Civic Education and the Advancement of Democracy in Latvia" (John J. Patrick; Valts Sarma); (2) "Civitas: An International Civic Education Exchange Program" (Charles N. Quigley; John N. Hoar); (3) "Education for Democratic Citizenship in Poland" (Richard C. Remy; Jacek Strzemieczny); (4) "Implementing New Civic Education Programs in Indiana and Post-Communist Countries" (Robert S. Leming; Thomas S. Vontz). This collection of articles expresses a global mission, shared by the U.S. contributors with their partners abroad, to act together to spread commonly desired blessings of liberty as extensively as possible among the diverse peoples of the world. (RJC)

ED 419 776 SP 037 779

Dagenais, Raymond J.
Mentoring Program Standards. Mentoring.
PUB DATE- 96
NOTE- 9p.; "Mentoring" is a publication series of the Mentoring and Leadership Resource Network (MLRN) of the ASCD. Article based on paper presented at the Annual Conference of the National Staff Development Council (Nashville, TN, December 6-10, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Collegiality; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Mentors; Partnerships in Education; Secondary School Teachers; Standards
IDENTIFIERS- Canada; United States

This article uses information about successfully operated mentoring programs to formulate a set of mentoring program standards. During 1995, a study gathered information about 14 mentoring programs that were successfully serving the needs of educators. Surveys of individuals who were involved in

PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Intermediate Grades; Junior High Schools; *Middle Schools; *School Culture; Secondary School Teachers; *Self Efficacy; Teacher Attitudes; *Teacher Effectiveness; Teaching Conditions
IDENTIFIERS- Georgia; *Middle School Teachers; Organizational Commitment; *Teacher Commitment

This study examined Georgia middle school teachers' perceptions of their work environment, their perceived efficacy, and organizational commitment. The study included 400 full-time, certified teachers from 40 rural and metropolitan middle schools. Teachers completed a mailed survey that asked about demographics, organizational commitment, perceived efficacy, and the school work culture. Focus groups in two of the schools had teachers discuss variables from the mailed survey to examine possible relationships between all variables in question. A total of 275 teachers responded to the mailed survey. Data analysis indicated that on the surface, school culture was measured through the dimensions of planning, staff development, program development, and assessment of productivity. However, the underlying core assumptions of school culture suggested the interrelated nature of important process and structure variables. Processes included: collaboration; participatory decision making; and supportive administrative leadership. Structures included: encouragement of innovation and risk taking; school goals and planning; and staff development to further goals. The analysis suggested that organizational structure and process variables are positively related to important teacher beliefs such as personal efficacy and organizational commitment. Focus groups supported the quantitative findings. (Contains 1 table and 67 references.) (SM)

ED 419 794 SP 037 958

Hibbard, Katherine L.
How Changing Views about Collaborative Service Delivery Models for Children and Their Families Affect Preservice Teacher Education Programs: The GIFTTS Project.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Behavior Problems; Child Health; *College School Cooperation; *Cooperative Planning; Cultural Relevance; Elementary Education; Family Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; Professional Development Schools; Program Development; Special Education
IDENTIFIERS- Guilford County School District NC; University of North Carolina Greensboro

The Guilford Initiative for Training and Treatment Services

critically and reflect on personal beliefs and perspectives. The teacher worked to establish relationships with her students and enable them to identify personal beliefs, perspectives, and values. The learning community she created provided students with the necessary preparation for college and the ability to think critically. Data collection involved participant observation and teacher interviews over 3-weeks within the teacher's junior and senior level literature classes. Results indicated that the teacher routinely used narratives and stories to create a context for discussion, share personal feelings, clarify class material, and communicate her expectations of the students. She encouraged discussion of abstract concepts by engaging her students in critical thinking and personal reflection. Her lessons reflected strategies used by other effective teachers. (Contains 58 references.) (Author/SM)

ED 419 811 TM 028 382

McMillan, James H.
Classroom Assessment. Principles and Practices for Effective Instruction.
PUB DATE- 97
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Educational Practices; Educational Research; Elementary Secondary Education; *Grading; Higher Education; *Instructional Effectiveness; Learning; Outcomes of Education; Standardized Tests; *Teaching Methods; *Test Construction; Test Use

This book is designed to provide prospective and practicing teachers with: (1) a concise presentation of assessment principles that clearly and specifically relate to instruction, (2) current research in the field, and (3) practical and realistic examples of assessment and suggestions for assessment built into the instructional process. The book is organized by what teachers do prior to, during, and after an instructional segment, rather than by type of assessment technique. Chapters 1 through 3 present the fundamental principles of assessment and instruction, with emphasis on the importance of a teacher's professional judgment and decision making. Chapter 4 summarizes assessment activities that occur before instruction begins, and chapter 5 examines assessment that occurs during instruction. Chapters 6 through 10 discuss various types of assessments for different types of learning outcomes that are measured at the end of an instructional segment. Chapter 11 examines what teachers do with assessment information in the form of grading and reporting the results, and chapter 12 reviews the assessment of students who have been mainstreamed. Finally, chapter 13 summarizes the important information concerning the administration, interpretation, and use of standardized tests. Several instructional aids have been included to facilitate understanding and applying the material. These include cognitive maps at the beginning of each chapter, key terms, teacher quotes, chapter summaries, review exercises, suggestions for action research, and use of graphic illustrations. Two appendixes list National Content Standards Projects and software packages for assessment. (Contains 13 concept maps, 130 figures, and 90 references.) (SLD)

Secondary Education Act Title I; Reform Efforts

The Austin Independent School District (AISD) adopted the middle school concept in 1987-88. Generally, the middle school setting serves students between the ages of 11 and 14 and includes grades 6 through 8. In 1995-96, five middle schools met the criteria for funding under Title I. To make middle schools more responsive to the special needs of adolescents, the AISD has initiated many changes in recent years. Academic teams of teachers use interdisciplinary approaches to ensure academic excellence for all students. Homerooms, or advisories, meet at many of the middle schools to involve students in activities that strengthen self-concept and develop academic and personal skills. The Title I evaluation staff designed interview and survey instruments to evaluate the five middle schools. All of these schools had received unacceptable ratings by the Texas Education Agency in 1995. The schools were implementing practices and programs to deal with the unique challenges of their campuses. Some of the innovative approaches included block scheduling, dress codes, tutoring programs, pre-advanced placement classes, technology integration programs, adult literacy and General Education Development classes, and school organization models. Title I funds made most of these innovations possible. Principals and teachers at all the schools felt that parent participation was improving. Strong leadership at all schools appeared to be working toward academic improvement, and an atmosphere of change was apparent at each of the schools. Recommendations are made for continued use of Title I funds. Appendixes contain the teacher and principal surveys from the evaluation and the districtwide coordinated survey. (Contains 22 figures, 7 tables, and 16 references.) (SLD)

ED 419 830 TM 028 405

Lyons, Andri; Smith, Ralph
Super I: 1996-97 Pilot Program Year-End Report. Publication Number 96.07.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; Expulsion; High School Students; Intermediate Grades; Middle Schools; *Nontraditional Education; Out of School Youth; Pilot Projects; Program Evaluation; Secondary Education; *Substance Abuse; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; Middle School Students

The Substance Use Prevention Education and Resources (SUPER I) program of the Austin Independent School District (Texas) is a school-based middle- and high-school curriculum that is offered as a positive alternative to long-term removals to students who have committed alcohol or drug-related offenses for the first time (excluding the sale or distribution of controlled substances). SUPER I was begun in the middle schools and expanded to all 10 high schools in the spring of 1996-97. In 1996-97, of 1,502 students removed from classes for alcohol or drug-related problems, 224 elected to enter SUPER I, and 176 completed the program. The majority of program staff rated the program as effective in deterring student use of illegal substances and in improving family communications. Recommendations are made for continuing the program, especially tracking students to determine long-term effectiveness of SUPER I. Increased promotion of SUPER I to campus staff as a positive

Techniques

This paper presents a model of how multimethod approaches to research can be used to understand and measure individual diversity in learning, cognitions, and affect. The paper demonstrates the value of gathering qualitative data to supplement quantitative findings from quasi-experimental research in relation to achievement outcomes, acquiring a metacognitive strategy of self-questioning, self-efficacy, and anxiety. An aptitude-treatment study was conducted to investigate the comparative effects of two instructional approaches on achievement, metacognitive strategy acquisition, self-efficacy, and anxiety in a semester-long computer training program. There were 22 college students in the intervention group and 23 in the comparison group. Simultaneously, continuous qualitative data collection and analyses were conducted. Eight case studies were selected for the qualitative study. Results indicate complex relationships between initial levels of self-efficacy, anxiety, and instructional treatment. The simultaneously conducted qualitative studies enabled researchers to situate these effects in a holistic context. (Contains 27 references.) (Author/SLD)

ED 419 850 TM 028 426

McInerney, Dennis M.
School Motivation and Cultural Context: An Overview of Research.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Achievement Need; American Indians; Beliefs; Context Effect; Cross Cultural Studies; *Cultural Differences; Foreign Countries; *High School Students; High Schools; Indigenous Populations; International Education; School Holding Power; *Self Concept; Student Attitudes; *Student Motivation
IDENTIFIERS- Australia; Canada

This paper presents an overview of 15 years of international study designed to determine the nature of motivational beliefs, values and goals held by students from different cultural groups, the comparability of these beliefs, values, and goals with those promoted by classrooms and schools, and the impact individual, cultural/social, peer, family, class and school influences have on student motivation, achievement, and school retention. The work has been disseminated over the years through a number of scholarly journals in the United States and Australia. Participants have included: (1) 496 Australian Aboriginal students; (2) 1,173 Anglo Australian students; (3) 487 immigrant-background Australian students; (4) 919 Navajo students; (5) 141 Arabic-background Australian students; (6) 198 Betsiamite Canadian Indian students; (7) 1,078 Anglo American students; and (8) 80 Yavapai Indian students. A major finding is that the motivational profiles of these diverse cultural groups are strikingly similar. A narrow range of achievement goals and a sense of self appear important in explaining school achievement on educational criteria. The role of school socialization in explaining this similarity is explored as the subject of planned research. (Contains 57 references.) (SLD) academically and socially. Teachers (n=27) generally thought (81 to 96% agreed or strongly agreed) that the program raised student achievement. Three ninth grade administrators who responded also indicated that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made, and made recommendations for its continuation. These included the fostering of a school-within-a-school environment, block scheduling, creating clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97, as it had in 1995-96. In Grade 10, however, the discontinuation rate increased, suggesting that the program should be extended to grade 10. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 419 866   UD 032 341

Syropoulos, Mike
Academic and Support Ninth Grade Restructuring Programs as Reported by the Ninth Grade Administrators.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Assessment.
PUB DATE- 98
NOTE- 80p.; For related documents see UD 032 006, UD 032 187-188, UD 032 205, UD 032 229, UD 032 248, and UD 032 340.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Administrators; After School Programs; *Dropout Prevention; Enrichment Activities; *Grade 9; *High School Students; High Schools; Mentors; Program Effectiveness; Program Evaluation; *School Restructuring; Self Esteem; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

As part of the evaluation of the Ninth Grade Restructuring Program of the Detroit Public Schools, Ninth Grade Administrators were asked to select an academic or support program that they found to be successful in their schools. The overall purpose of the restructuring project is to enable the provision of programs, resources, and services that more readily meet the needs of ninth graders. There were 17 programs described from the 6 district school areas. This report, listing programs by area and school, is intended as a way of disseminating descriptions of programs to middle and high schools in the district. In Area A, five high school programs include: a Career Day program; an after-school enrichment program; a math laboratory; a summer enrichment program; and using a ninth-grade counselor and reading/writing consultant. The three programs listed for Area B include: an "Achievers" program to boost student self-esteem; a program designed to increase attendance; and an organizational change into academic clusters for ninth graders. In Area C, administrators reported on a ninth-grade restructuring block program, and a ninth-grade school-within-a-school program. Two high schools in Area D reported on a ninth-grade academic clinic and a mentoring program for students. Three high schools from Area E described an attendance patrol program, an after-school tutoring program, and a parenting program with after-school tutoring. In Area F, the programs cited were: an after-school tutorial with a Saturday component; and an increased guidance and counseling desegregation issue. In Riverside 30 years earlier there were three segregated schools, one that was primarily Hispanic and two that were labeled "Negro." Under considerable local pressure, school officials designed a desegregation plan and implemented it within seven weeks in the summer of 1965. Desegregation in Riverside was implemented prior to legal requirements, but it was accomplished only after parents threatened to boycott and a segregated school was burned. What appeared to be a solution accepted by the community may have been misrepresented as having been agreed on by all area inhabitants. Adults who were elementary school students during desegregation, parents of former students, administrators, and teachers were interviewed for this study. Although the majority of those interviewed agreed that the experience was painful, they agreed that it was an important decision to insure equal opportunity for all children and for future generations. Most parents remembered that they were invited to provide input into desegregation plans, but it seemed that participation had followed socioeconomic lines. Parents did remember that they were invited to participate at the local school level, but that they often found it difficult to participate in the new schools because of transportation problems or other constraints. Students, parents, and school personnel remembered the experience as painful but definitely necessary. They also thought that the opportunities of desegregation more than compensated for the inconvenience, and that it was worth the sacrifice. Most thought that the plan had been successful, and that it was successful because of the ideals of the leaders, parents, and students. (Contains one reference.) (SLD)

ED 419 883 UD 032 360

Miserandino, Anthony
A Program for Change: Educating for Racial Diversity.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); *Educational Change; Educational Policy; Elementary Education; *Gifted; *Inclusive Schools; Instructional Leadership; Mainstreaming; Multicultural Education; Racial Differences; School Restructuring; *Teacher Attitudes
IDENTIFIERS- *Concerns Based Adoption Model

The six stages of the concerns-based adoption model (CBAM) (G. Hall, R. Wallace, and W. Dossett, 1973) are the context for examining how one school sought to implement an inclusive vision of diversity within a gifted school program. The CBAM model informed the leadership style of the principal, but was not actually articulated as the model that the school would follow. The six stages are: (1) informational; (2) personal; (3) management; (4) consequence; (5) collaboration; and (6) refocusing. The informational stage involves a general awareness of the issues. In the second stage the administration and faculty began a focused process of examining student needs. The management stage of organization and implementation developed over 2 years and resulted in a stage of "consequence," in which some results became evident. In stage 5, the culmination of the faculty's work meshed with a formal

same proportion of dropouts as 1988 eighth graders who had never dropped out reported working full time or part time in 1994, but those who had never dropped out were more likely to be taking academic courses. More than half of those who had never dropped out were enrolled in 2-year or 4-year postsecondary institutions. About one in four dropouts had enrolled in a postsecondary institution by 1994. One appendix is a glossary, and the other contains technical notes and remarks on methodology. (Contains 19 tables, 7 figures, and 12 references.) (SLD)

Employment Statistics; Labor Market; Part Time Employment; School Demography; *Student Characteristics; *Student Employment; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This report documents the employment status of Virginia Community College System (VCCS) students. In fall 1996, all 24 colleges involved in the study had at least a 50% working student population, and nearly 41% of all VCCS students were working full-time and also taking classes. A profile of business and industry showed that community colleges serve employees from all segments of the Virginia economy, with retail trade being a major employer for younger students. In addition, VCCS students are employed at the majority of Virginia's information and high-technology firms. Major groups in the services sector, the largest employer of VCCS students, include health, business, education, and engineering-management. The study found that 1) though males and females have the same rates of employment, males are more likely to work full-time; 2) if they are working, white, black, and Hispanic students are most likely to have full-time jobs; 3) new students are less likely to be working than returning students; 4) most VCCS students attend class part-time and work full-time, with the percentage of full-time employees increasing with age up to the 60-and-over category; and 5) the 18-21 age group has the highest percentage of working students. (YKH)

ED 419 557 JC 980 242

McHewitt, Earl R.
Population Penetration Rates by City and County Fall Term 1997. Research Report Series.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Community Involvement; Comparative Analysis; *Educational Research; Enrollment Projections; *Enrollment Rate; Enrollment Trends; Regional Characteristics; Regional Cooperation; School Business Relationship; School Community Relationship; Tables (Data); Two Year Colleges
IDENTIFIERS- *Virginia Community College System

The Virginia Community College System (VCCS) conducted a study of city and county population penetration rates, or the percentages of residents served by VCCS colleges. Using total in-state enrollment for fall 1997, the study found that the percentage of Virginia's population served by the VCCS increased to 1.82%, returning the system to the 1995-96 participation level. In the data tables provided, fall headcount is limited to college service region enrollments. Total population is based on projections developed by the State Data Center, Virginia Employment Commission (June 1993). The within-region penetration rate for the VCCS is 1.67%, up from 1.61% in 1996.. These rates are higher for colleges in the southwestern part of the state, the highest being 3.5% for Southwest Virginia Community College. Virginia's penetration rate nearly equals the national rate of 2.0%. Data tables of penetration rates are provided for the following VCCS colleges: Blue Ridge, Central Virginia, D.S. Lancaster, Danville, Eastern Shore, Germanna, J.S. Reynolds, John Tyler, Lord Fairfax, Mountain Empire, New River, Northern Virginia, Patrick Henry, Paul D. Camp, Piedmont VA, Rappahannock, Southside WV, Southwest VA, Thomas Nelson, Tidewater, Virginia Highlands,

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 37p.; For 1996 Annual Fact Book, see ED 405 957.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Support; Child Welfare; *Children; Day Care; Dropout Rate; Early Childhood Education; Elementary Secondary Education; Family (Sociological Unit); Homeless People; Juvenile Justice; Mortality Rate; Municipalities; *Poverty; Prenatal Care; *Social Indicators; State Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *District of Columbia; *Indicators; Project Head Start; Welfare Reform

This Kids Count fact book is the fourth to report on the well-being of children and youth in the District of Columbia. The report's Executive Summary presents overall findings, and the bulk of the report presents trends in eight areas: (1) economic security; (2) family attachment and community support; (3) child day care; (4) homeless children and families; (5) child health; (6) deaths to children and teens; (7) safety and personal security; and (8) education. The report also discusses general population trends affecting the district's children; comparisons among the district's wards; district systems reform since the last report; recommendations to improve outcomes for the district's children, and indicator definitions and data sources. The report's findings indicate that about half of the district's children receive their sole support from welfare. The unwed birth rate declined for the second straight year to 66 percent, with about 15 percent of children born to teenagers. Paternity and child support court cases declined, while child abuse and neglect cases increased slightly. About half of mothers received adequate prenatal care in 1995. The number of low birthweight infants and the infant mortality rate declined for two years, but are still about twice the national level. The number of teen violent deaths decreased slightly. Juvenile cases increased by two percent. There have been no significant improvements in third or eleventh graders' mathematics achievement since 1989, and both have declined in reading achievement. The graduation rate fell to 48 percent in the years since 1995. Head Start enrollments have plummeted since the 1992-93 school year. (KB)

ED 419 577 PS 026 264

Lundy, Christine
Caribbean Conference on Early Childhood Education (2nd, Dover Convention Centre, Barbados, April 1-5, 1997). Summary Report.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; *Early Childhood Education; Educational Finance; *Educational Improvement; Educational Policy; Educational Quality; Foreign Countries; Government Role; Integrated Activities; Policy Formation
IDENTIFIERS- *Caribbean

The objectives of the Second Caribbean Conference on Early Childhood Education included: (1) setting a framework for the development of early childhood programs in the Caribbean; (2)

this relationship in academic high achievers (AHA). Study 1 participants were 529 of 850 members of the New York Phi Beta Kappa (72 percent return) responding to a 1979 mail questionnaire. Study 2 participants were 414 Phi Beta Kappa members (55 percent return) responding to a 1981 mail questionnaire. Study 3 participants were more than 900 of 2,000 Phi Beta Kappas over 50 years old responding to a national mail questionnaire and 20 individuals responding to telephone interviews. Major findings include the following: (1) birth order did not relate to school success; (2) important for academic performance were fair parental treatment and self-discipline; (3) families expected and cultivated high academic achievement; (4) men were more likely than women to believe that academic achievement and life satisfaction were strongly related; (5) the love of learning was learned in homes where parents valued learning and was reinforced in enriched school environments; (6) older AHAs typically rated their physical and mental health as good or excellent, and life satisfaction as positive or very positive--they also indicated high marital satisfaction, positive relationships with children, and close extended family relationships; (7) perceived contributors to life satisfaction were humor, religious beliefs, and good work habits; (8) most AHAs reported good family relationships; and (9) the most common vocational choices were education, professional, and business, with more than half of respondents indicating they were happy with their occupation. (The surveys are appended. Contains approximately 150 references.) (KB)

ED 419 595   PS 026 480

Fallon, Peter; Tzannatos, Zafiris
Child Labor: Issues and Directions for the World Bank.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Agency Cooperation; Change Strategies; *Child Labor; Child Welfare; Children; *Developing Nations; Disadvantaged Youth; Economic Change; *Economically Disadvantaged; *Financial Policy; Financial Support; Foreign Countries; Poverty; Public Policy; Well Being; World Affairs; World Problems
IDENTIFIERS- *World Bank

An estimated 250 million children are working worldwide, and child labor is one of the most devastating consequences of persistent poverty. This monograph proposes that the World Bank take stronger action, and outlines what to do and how, to help address the issue more pro-actively by partnering with other world organizations. The monograph first describes the basic facts and issues about child labor, such as its extent and nature, relevant laws, and the positions of the international organizations. This section is followed by a brief discussion of major approaches taken to reduce child labor, and a discussion of the Bank's position with reference to some initiatives now underway or planned. This section suggests that vital to achieving progress against harmful child labor are effective efforts to reduce poverty generally and the economic and social policies, programs, and results that are the underpinning for success in poverty reduction. The World Bank can partner with the ILO, UNICEF, NGOs, and some governments in the programs these organizations have already taken on child labor issues. The monograph recommends lending and non-lending activities that the Bank should undertake to alleviate this

Caregivers; Compensation (Remuneration); Day Care; Day Care Centers; Early Childhood Education; Faculty Mobility; *Quality of Working Life; *Wages
IDENTIFIERS- Day Care Quality; *National Child Care Staffing Study
In 1988, the National Child Care Staffing Study first gathered information on staffing and quality from a sample of child care centers in five metropolitan areas--Atlanta, Boston, Detroit, Phoenix, and Seattle--and returned for updated information in 1992. In 1997, directors of the original sample of centers still in operation were contacted again in order to collect basic information on staffing and funding nine years after the first data collection. Findings included: (1) child care teaching staff continue to earn low wages, even in a sample of relatively high-quality centers; (2) approximately one-third of child care centers employ welfare Temporary Assistance for Needy Families (TANF) recipients, sometimes at less than the prevailing wage and often with limited training; (3) more child care centers received public dollars in 1997 than in 1988, allowing more of them to assist low-income families with child care costs, these dollars have not resulted in better wages or lower staff turnover; (4) child care centers continue to experience very high turnover of teaching staff, threatening their ability to offer good-quality, consistent services to children; (5) centers which paid better wages in 1997, as in 1988, experienced less teaching staff turnover--these are also the centers which were rated higher in quality in 1988; and (6) a substantial number of centers have improved their level of health coverage, especially for teachers, during a period of declining levels of coverage by U.S. employers as a whole--the majority of centers, however, still offer their teaching staff limited or no health insurance, despite heavy exposure to illness in child care employment. Recommendations based on these findings include increasing public funds for child care, targeted to quality and compensation; and reforming reimbursement rates. (Contains 15 references.) (EV)

ED 419 615 PS 026 534

Summer, Gail L.; Giovannini, Kathleen
Creppy Crawlies. Developing an Early Interest in Science: A Preschool Science Curriculum. (3-Year-Olds).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 184p.; For the curriculum guide for "4 year olds", see PS 026 535. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biological Sciences; Experiential Learning; *Hands On Science; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides; Wildlife
IDENTIFIERS- *Insects
This science teaching guide on insects and animals for 3-year-olds is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in

provides suggestions for further research. Proponents of tracking argue that tracking helps schools meet the varying needs of students, provides low-achieving students with increased attention and a slower work pace, and allows high-achieving students to be challenged by faster-paced, more-demanding lessons. Those opposed to tracking are concerned about the perceived psychological damage to low achievers, the slower pace and lower quality of instruction, the more inexperienced or sometimes less-capable teachers assigned to teach lower-ability students, the low expectations for student performance held by teachers, and the absence of strong peer role models in classes for low-ability students. A survey of principals indicated that ability grouping is present in many middle schools, although some schools are considering implementing other strategies. Research indicated that teachers who wish to retain ability grouping are more subject centered, and those who wish to eliminate it are more student centered. Other research indicated that ability grouping makes the school schedule less flexible, and that after the elimination of tracking, teachers reported positive social benefits, positive behavioral implications, positive academic benefits, and less parental competition. Studies of mathematics tracking found no positive long-term effects for low-ability students who were placed in low-grouped classes, positive effects for average-achieving students placed in high-track classes, and no negative effects for high-achieving students in computation or problem-solving achievement and positive effects in concept development. Researchers suggest the need for further research to determine long-term effects of tracking and effective alternatives. (LPP)

ED 419 632   PS 026 601

Nord, Christine Winquist
Father Involvement in Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Family Environment; Father Attitudes; *Fathers; Nuclear Family; One Parent Family; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Performance Factors
IDENTIFIERS- ERIC Digests; *National Household Education Survey

Until recently, fathers were the hidden parents in research on children's well-being. Research stimulated by the new interest in fathers suggests that fathers' involvement in their children's schools does make a difference in their children's education. Using data from the 1996 National Household Education Survey (NHES:96), this Digest looks at the extent of father involvement in two-parent and in single-parent families, explores the types of involvement, and discusses the link between fathers' involvement and kindergartners' through 12th-graders' school performance. Findings noted include the following: (1) fathers in two-parent families are less likely than mothers in two-parent families to be highly involved in their children's schools; (2) fathers and mothers who head percent had ways of distributing them to staff. Agencies that used incident/accident reports outnumbered those that used medical history forms by 17.9 percentage points. Agencies that systematically included risk management into conducting an activity outnumbered those that similarly included risk management into evaluating an activity by 10.3 percentage points. Agency housing, institutional enrollment, number of full-time employees, number of part-time employees, and geographic region had no effect on any of the categories. The type of institution had some effect on development of agency staff and a definite effect on participant education, and institutional funding had some effect on the use of written documentation. Survey results are shown by data tables and graphs. (TD)

ED 419 650 RC 021 513

Moore, Tim J.
Climbing Walls: From Form to Function.
PUB DATE- 97
NOTE- 12p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Costs; *Design Requirements; *Facility Planning; *Gymnasiums; Problems; Program Development; Recreational Activities; *Recreational Facilities; Surveys
IDENTIFIERS- *Climbing Walls

Surveys were returned from 40 of 235 climbing gyms nationwide in an effort to identify or verify issues concerning the design, construction, and use of artificial climbing walls. The survey was complemented by discussions with wall manufacturers, architects, engineers, climbing gym owners, wall managers and staff, competition organizers, and climbers. Results indicate that the size of climbing gyms has increased during the 1990s, with most gyms reporting between 5,000 and 6,100 square feet of climbable surface. While experienced climbing wall manufacturers are being kept busy, most walls today are built by local carpenters and climbers. This results in lower construction costs, but also design, construction, and operational problems. Other problems are associated with educating and promoting the climbing wall concept to administrators, agencies, and others who may impact the decision-making process. Prominent or recurring themes such as space, design, and location were cited both as problems experienced by gyms and as features critical to gym success. Conclusions include a need for detailed planning; a need for planners to experience climbing and to confer with the climbing community; and a need for adequate space surrounding the wall to address safety issues and supporting services. (Contains eight tables presenting survey results and a list of steps for the design and development of a climbing gym project.) (TD)

ED 419 651 RC 021 514

Mayfield, Peter
Accreditation for Indoor Climbing Facilities.
PUB DATE- 97
NOTE- 6p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.

experience on campus. Traditional course offerings (full-time study that requires daytime, on-campus attendance) are now more likely to hamper students' progress. Balancing work and study roles under these conditions was reported to be extremely difficult. (PVD)

ED 419 668 SE 061 364

Assessment of Achievement Programme (AA)P: Science 1996. A Summary Report of the Fourth Survey.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Environmental Education; Foreign Countries; Longitudinal Studies; *Rating Scales; *Science Education; *Scores; *Student Attitudes; *Student Evaluation; Tests
IDENTIFIERS- *Scotland

This publication summarizes the main findings of the fourth Assessment of Achievement Programme (AAP) survey of students' attainment in science in Scotland in 1996. The main AAP objectives are to describe national levels of attainment and to provide evidence of changes in these levels over time. Assessment tasks were used with a representative sample of students at three stages: Primary 4, Primary 7, and Secondary 2. Both written and practical forms of assessment were used. Students were also administered a questionnaire to determine student confidence in understanding, preferences in science, and learning activities they might have experienced. The assessment framework was developed to take account of the science component of National Guidelines for Environmental Studies. Five Strands--"Knowledge and Understanding," "Planning, Collecting Evidence," "Recording and Presenting," and "Interpreting and Evaluating"--provided the category headings and a number of subcategories were identified for the purposes of the analysis. Results are divided into chapters by strand. Separate chapters address the results of the practical assessment portion and results of the student questionnaire. Other chapters cover the results of questionnaires sent to schools in the sample requesting information on school policy for learning and teaching science, performance comparisons across three surveys since 1990, and issues and implications. (PVD)

ED 419 669 SE 061 371

Morrow, Lorna J., Ed.; Kenney, Margaret J., Ed.
The Teaching and Learning of Algorithms in School Mathematics. 1998 Yearbook.
PUB DATE- 98
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Algebra; *Algorithms; Educational Technology; Elementary Secondary Education; *Mathematics Curriculum; Mathematics History; *Mathematics Instruction; *Problem Solving; Teaching Methods; Thinking Skills

This 1998 yearbook aims to stimulate and answer questions that all educators of mathematics need to consider to adapt school mathematics for the 21st century. The papers included in this book cover a wide variety of topics, including student-invented

Mathematics into the Curriculum: An Example" (James T. Sandefur); (26) "The Status of Discrete Mathematics in the High Schools" (Harold F. Bailey); (27) "Discrete Mathematics: A Fresh Start for Secondary Students" (L. Charles Biehl); (28) "A Discrete Mathematics Textbook for High Schools" (Nancy Crisler, Patience Fisher, and Gary Froelich); (29) "Computer Science, Problem Solving, and Discrete Mathematics" (Peter B. Henderson); (30) "The Role of Computer Science and Discrete Mathematics in the High School Curriculum" (Viera K. Proulx); (32) "Discrete Mathematics Software for K-12 Education" (Nathaniel Dean and Yanxi Liu); (33) "Recommended Resources for Teaching Discrete Mathematics" (Deborah S. Franzblau and Janice C. Kowalczyk); (34) "The Leadership Program in Discrete Mathematics" (Joseph G. Rosenstein and Valerie A. DeBellis); and (35) "Computer Software for the Teaching of Discrete Mathematics in the Schools" (Mario Vassallo and Anthony Ralston). (ASK)

ED 419 687   SE 061 405

Kahle, Jane Butler; Rogg, Steven R.
Bridging the Gap: Equity in Systemic Reform. A Pocket Panorama of the Landscape Study, 1997.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Ohio Board of Regents, Columbus.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *Instructional Innovation; Learning Strategies; *Mathematics Education; Partnerships in Education; *Science Course Improvement Projects; *Science Education; Student Attitudes; Teacher Improvement; Teaching Methods
IDENTIFIERS- National Science Education Standards; National Science Foundation; *Ohio; *Systemic Educational Reform

In 1991, Ohio received funding from the National Science Foundation (NSF) for a Statewide Systemic Initiative called Discovery to reform science and mathematics education. Funding since that year has included a grant to identify barriers to science and mathematics education reform, particularly barriers such as community and school resources, teaching practices, and student attitudes, that may result in achievement differences among groups of students. State funding to improve the college education of all teachers of science and mathematics was also received. In 1995, four years into Ohio's systemic reform, a study to describe the landscape of science and mathematics education was begun. The findings, published annually in the Pocket Panorama, describe a changing landscape along with documenting accomplishments and continuing challenges. Because proficiency test scores are not accessible for individual students, Discovery developed valid and reliable tests to assess how the reform is meeting the challenges. This edition of the Panorama presents information on the location of reform programs, the number of participants (schools, principals, teachers, and students), and profiles how the student sample compares with all Ohio students. Teacher and student responses have been contrasted with the amount of professional development teachers have had as part of the reform. Educational aids in the home, professional development providers, and changes in classroom practices are also discussed. (PVD) der Computer im Geometrieunterricht?" (P. Bendert); (9) "Computers, Geometry and Logo" (J. Enkenberg); (10) "Flachenauslegen in Klasse 1/2" (A.M. Fraedrich); (11) "Konig Senkrecht IV. und sein Reich" (A.M. Fraedrich); (12) "Problem-Orientated Geometry Teaching with Consideration of Computers" (G. Graumann); (13) "Zur computerunterstutzten Steuerung der mathematischen Begriffsbildung" (L. Haapasalo); (14) "Konstruktion von Aufgabensystemen im Geometrieunterricht" (K. Krainer); (15) "Some Features in the Development of Geometry Teaching" (P. Kupari); (16) "Preschool Geometry" (O. Magne); (17) "Do We Still Need Euclid?" (G. Malaty); (18) "Acht kongruente Wurfel--Vom Bauen mit Bauklotzen zum systematischen Suchen beweglicher Ringe" (K.P. Muller); (19) "Mathematical Activities with the Theorem of the Inscribed Angles" (M. Neubrand); (20) "Verwenden der geometrischen Problemnfelder" (E. Pehkonen); (21) "Planimetrische Konstruktionsaufgaben und problemhafter Unterricht" (G. Pietzsch); (22) "Measuring Areas by Means of Hyperbolas--Teaching Units in Elementary Geometry" (L. Profke); (23) "Elliptische Sektordiagramme" (E. Rosenberg); (24) "Video Films for Geometry Teaching" (P. Sahlberg); (25) "Neue Moglichkeiten des Geometrielernens durch interaktives Konstruieren" (H. Schumann); and (26) "Exploring Graphs with Logo" (H. Tuominen). (Author/ASK)

ED 419 708 SE 061 454

Meisalo, Veijo; Eratuuli, Matti; Capaccio, Enrico
Evaluation of Laboratory Work in Secondary School Science Teaching: Development of Evaluation Methods for the Finnish Comprehensive School with Emphasis on the Biological Sciences and Chemistry. Research Report 80.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; Educational Strategies; *Evaluation Methods; Foreign Countries; *Laboratory Experiments; Observation; School Safety; *Science Activities; *Science Instruction; Scientific Methodology; Secondary Education; *Secondary School Science; *Student Evaluation
IDENTIFIERS- Finland

This report is one of a series of reports from a research project that focuses on the evaluation of laboratory work in secondary schools. The study focuses on 12 different laboratory tasks from the biology and chemistry courses of the Finnish comprehensive school. Secondary students (N=212) were observed during laboratory sessions and analysis of the data was aided by a relevant observation scale regarding the aims and goals of teaching. The results of the study indicate that it is important to augment the role of practical work in the evaluation of student performance. Problems related to laboratory safety are also discussed. Contains 83 references. (DDR)

ED 419 709 SE 061 459

Ahtee, Maija, Ed.; Meisalo, Veijo, Ed.; Lavonen, Jari, Ed.
Proceedings of the Finnish-Russian Symposium on Information Technology in Modern Physics Classroom (Halsinki, Finland, April 21-24, 1993). Research Report 123.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English

This book contains blank outline maps of the continent/region, tables and graphics depicting the size, population, resources and water, commodities , trade, cities, languages, religions, industry, energy, food and agriculture, demographic statistics, aspects of the national economies, and aspects of the national governments of the Middle East. Sections of the book include: (1) "The Land"; (2) "Countries and Their Populations"; (3) "Ethnic and Religious Groups"; (4) "Organizations, Trade, Energy"; (5) "Education, Literacy, Health"; and (6) "Individual Country Maps." (EH)

ED 419 728 SO 028 760

Frey, Janet
Apple Valley School: A Simulation of Pioneer Life in a One-Room Schoolhouse. Interact: Learning through Involvement.
PUB DATE- 92
NOTE- 75p.; Oversized wall chart included in the packet not available from EDRS. For other items of the "Interact" series, see SO 028 761-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; *Educational History; Elementary Education; Learning Strategies; *Local History; *One Teacher Schools; Simulation; *Social Studies; *State History; Teaching Guides; Teaching Methods; *United States History

This simulation allows students to pretend to go to a one-room schoolhouse in the last half of the 19th century. Students work to earn points in order to graduate from Apple Valley School. A sense of history is developed as students learn about a "school of long ago" and compare it to today's schools. Role play, writing activities, and critical thinking activities are included in the packet. The basic unit consists of 10 one-hour lessons focusing on the history of the one-room schoolhouse experience. A literature-based unit outlines 10 optional one-hour lessons focusing on the history of the period and details of pioneer home life. Suggestions are offered for teaching pioneer themes in the areas of mathematics, spelling, music, art, and physical education. (Includes a 4-page student guide with a center- fold map.) (EH)

ED 419 729 SO 028 761

Sargent, Marcia; Baral, Wanda
China: A Simulation of Ancient Chung Kuo, the World's Most Ancient Civilization.
PUB DATE- 96
NOTE- 239p.; Oversized wall chart included in the packet is not available from EDRS. For other items of the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Family Incident That You Remember?"; (2) "What is Democracy?"; (3) "Locating the Five Nations of Mexico"; (4) "Scenes from the Five Nations of Mexico"; (5) "Profiling Party Members"; (6) "Identifying Party Membership"; (7) "Economic Integration: NAFTA, Maquilas, and the 50 Billion Dollar U.S.-IMF Loan"; (8) "Immigration: Myths and Realities"; and (9) "El Grito de la Independencia." (EH)

ED 419 752 SO 028 865

Walsh, Jari Taylor
The Mayans in Chiapas, Mexico: Past and Present. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 33p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874. Accompanying slides not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; High Schools; Instructional Materials; *Latin American Culture; *Latin American History; Latin Americans; *Maya (People); *Mexicans; Multicultural Education; *Social Change; Social Studies; *Spanish Speaking
IDENTIFIERS- *Mexico (Chiapas)

This unit is designed for a second-year Spanish language class. The focus is on the Mayans and the 1994 Zapatista uprising in Chiapas (Mexico). The topics addressed include: (1) the Mayans' historical problems; (2) the 1994 rebellion in Chiapas; and (3) the reactions of the world and of the Mexican federal government to the rebellion. Suggestions are made for adaptation of the unit to a geography class. The unit uses a month of class time and contains Spanish language worksheets and additional reference materials. (EH)

ED 419 753 SO 028 868

Rudoff, Susan
The Fulbright Experience in Mexico 1996: An ESL Application. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 31p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; *English (Second Language); Foreign Countries; Geography; Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Secondary Education; *Social Change; Social Studies; *Spanish Speaking
IDENTIFIERS- *Mexico

mentoring programs across the U.S. and Canada and were members of the National Staff Development Council Mentoring Applications Network or the Association for Supervision and Curriculum Development Mentoring Leadership and Resource Network examined critical aspects of their programs. Analysis of the survey results found that no two programs were identical. The results helped to determine five standards that addressed the critical dimensions of successful mentoring programs: (1) mentoring programs should be designed with a clear vision of program scope in mind; (2) mentoring incentives appropriate to the circumstances should be used; (3) mentors should be prepared for the mentoring experience; (4) strategies for mentor selection and matching should be designed and implemented; and (5) information regarding the effectiveness of the mentoring experience should be collected, analyzed, and evaluated. (SM)

ED 419 777 SP 037 917

Serafin, Ana Gil
Changing a Course of Action: Teachers' E-mail Discussion.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Stop Surfing-Start Teaching National Conference (Myrtle Beach, SC, February 22-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Electronic Mail; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Information Networks; Microcomputers; Online Systems; Teacher Attitudes; Teachers

This study examined the e-mail interactions of teachers who were graduate students in an educational leadership program at a commuter university. Participants attended a 3-hour-per-week course. The instructor inserted into the course syllabus an assessment plan that required computer use, making the students responsible for accessing the university's system as often as possible. The syllabus gave general directions regarding acquisition of an e-mail account and utilization of the e-mail system. This included making appropriate arrangements to get computer training, to obtain an e-mail account, and to access the e-mail system to start communicating with the instructor. There was a point system incentive. The instructor sent an e-mail question to all students 2 weeks after the class began and again shortly thereafter, but never mentioned it in class. The question was designed to stimulate and promote an online discussion: What is your most optimistic scenario for schools in the year 2000? All of the students went online and e-mailed responses to the question. Most believed that schools in 2000 would have technology in every classroom. Because some responses were controversial, there was great discussion. From this experience, the instructor developed an in-class activity in which students brainstormed a list of possible e-mail uses in their classrooms and the impact on instructional practice. Teachers optimistically advocated for computers to help teach literacy. (SM)

ED 419 778 SP 037 942

Paulu, Nancy, Ed.; Winters, Kirk, Ed.
Teachers Leading the Way. Voices From the National Teacher Forum.
PUB DATE- 98

(GIFTTS) Project is a collaborative effort between the University of North Carolina at Greensboro, Guilford County Schools, the Department of Social Services, Juvenile Courts, the Health Department, and the Mental Health division of the local Mental Health/Development Disabilities/Substance Abuse Authority. The project creates systems change in service delivery for children with emotional and behavioral problems and their families. It promotes and models the wraparound process with children and families to create a strength-based, family-centered system of care at the community level, and it provides preservice and inservice training for involved professionals. Cross-cultural competence is a major element in the successful implementation of the wraparound process. An example of this effort is being piloted in the University of North Carolina's undergraduate elementary education program. The 4-semester program is implemented on campus and in community professional development school sites. Faculty and doctoral students involved with GIFTTS identified key components about the wraparound process that needed to be incorporated into the existing curriculum. They created five content strands to be part of the program: child; family; teacher/school; agencies; and legal issues. The Department of Curriculum and Instruction is piloting the curriculum during the 1997-1998 academic year with five elementary education cohorts. Evaluation will occur in the summer of 1998. An appendix presents a comprehensive table for each content strand. (Contains 13 references.) (SM)

ED 419 795 SP 037 959

Desmond, Cheryl T.; Frerichs, Richard L.
Preparing Reform-Minded Middle Level Teachers: Are We Succeeding?
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; College School Cooperation; Cooperating Teachers; *Educational Change; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; School Community Relationship; *Student Teacher Attitudes; Student Teachers; Student Teaching; Teacher Administrator Relationship; Teacher Role; Teacher Student Relationship; *Values
IDENTIFIERS- Millersville University PA

This study investigated whether a Professional Development Practicum (PDP) at Pennsylvania's Millersville University had an impact on the educational values of PDP student teachers, especially those related to middle level school reform. Researchers designed a 2-semester study to assess changes in educational values of student teachers placed in middle level teamed instruction, as compared to student teachers randomly assigned to non-teamed classrooms. Student teachers completed a survey at the beginning and end of the 14-week student teaching semester. Cooperating teachers also completed the instrument at the beginning of the semester. The VAL-ED instrument assessed educational values regarding relationships in school settings among students, teachers, administrators, and communities. Data analysis indicated that the program had no significant impact on the educational values of PDP student teachers when compared

ED 419 812 TM 028 383

McAfee, Oralie D.; Leong, Deborah J.
Assessing and Guiding Young Children's Development and Learning. Second Edition.
PUB DATE- 97
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Data Collection; Early Childhood Education; *Educational Assessment; Educational Practices; Educational Research; Ethics; Evaluation Methods; *Performance Based Assessment; *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Authentic Assessment

This comprehensive guide to alternative, authentic assessment in early childhood education provides discussions of the most current research and practical ways to integrate assessments into teaching. It shows assessment as a process that teachers can use in their own classrooms, using the latest procedures, such as portfolios, standards, benchmarks, and rubrics, and it includes guides for organizing assessment, with forms that can be adapted or duplicated. This edition contains expanded material on portfolios, child psychology, standards, cultural diversity, and dynamic assessment as well as guides for interpreting and using assessment information once it has been collected. The following chapters are included: (1) "Assessment in Early Childhood: A Work in Progress"; (2) "Legal and Ethical Responsibilities in Assessment"; (3) "Why, What, and When To Assess"; (4) "Documenting: Collecting Information"; (5) "Documenting: Recording Information"; (6) "Compiling and Summarizing Information"; (7) "Interpreting Assessment Information"; (8) "Using Assessment Information"; (9) "Organizing for Assessment"; (10) "Communicating about Assessment Processes and Results"; and (11) "Contemporary Considerations in Assessment." Appendixes present assessment and analysis guides and a list of developmental red flags for children aged 3 to 5 years. (Contains 62 figures and 243 references.) (SLD)

ED 419 813 TM 028 384

Bogdan, Robert C.; Biklen, Sari Knopp
Qualitative Research in Education. An Introduction to Theory and Methods. Third Edition.
PUB DATE- 98
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; Data Analysis; Data Collection; *Educational Assessment; Educational Research; Elementary Secondary Education; Higher Education; *Qualitative Research; Research Design; *Research Methodology; Research Utilization

This introductory level text provides a background for understanding the uses of qualitative research in education, alternative to long-term removal is also recommended. It is also suggested that the program continue to support a team approach to session presentations. (Contains 10 figures.) (SLD)

ED 419 831 TM 028 406

Landa, L.
Why Schools Fail To Teach Thinking and the Ability To Effectively Learn and What To Do about It. (The Landamatics Solution).
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Concept Teaching; Elementary Secondary Education; *Generalization; Heuristics; *Instructional Design; *Low Achievement; *Problem Solving; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Landamatics

The reasons people most often give for the failures of U.S. schools involve poverty, racial inequality, and a host of social problems. This paper argues that even if all these conditions were remedied, the schools would not produce many more people with the ability to think than they do today. Teachers, who are usually able to think, do not know how they do it, and so they are not able to teach students how to think. An objective method has been created to get into the minds of thinkers and find out how they are doing the thinking. It is apparent that thinking is not knowledge, rather it is what thinkers do on knowledge to transform it. Teachers, because they are not aware of their own thought processes, generally teach knowledge and practical operations. Teaching mental operations is a special instructional task that requires special methods and techniques. These are analogous to algorithms, and may be thought of as human algorithms. To make all children good students and problem solvers, it is necessary to uncover unconscious algorithmic processes of expert learners and expert problem solvers and then describe those processes and the general processes of forming them explicitly. "Landamatics" is a name given to the algorithmico-heuristic theory and method of instruction based on these principles. It is a theory and method for creating expert performers in a systematic, reliable, and relatively fast way. An example of teaching mental operations through the Landamatics method is presented, and selected principles of the theory are summarized. (Contains two tables, four figures, and six references.) (SLD)

ED 419 832 TM 028 407

Margolin, Marcia E.; Forsbach, Terri A.; Griesemer, Bonnie A.
Conceptions of Teacher Evaluation Criteria: A Principal Components Analysis.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrators; *Criteria; *Factor Analysis; Grade 12; Grade 9; High Schools; *Secondary School Teachers; Teacher Attitudes; *Teacher Evaluation;

ED 419 851 TM 028 427

Hinkley, John; McInerney, Dennis M.
Facilitating Conditions and Academic Achievement in a Cultural Context.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cultural Differences; Disadvantaged Youth; *Indigenous Populations; Minority Groups; *Navajo (Nation); Racial Differences; Sex Differences; *Student Motivation; Tables (Data)
IDENTIFIERS- Confirmatory Factor Analysis; Facilitative Environments

Indigenous minority children within many multiracial communities appear to suffer educational disadvantage reflected through poor school retention and school achievement. As part of an ongoing research program aimed at understanding students' motivation and school achievement this paper examines the relations and effects of parental and teacher influences on student motivation for Navajo students' attending a large Navajo high school. The paper reports the relative influence of students' perceptions of support and value of school, together with the impact of sex and language spoken at home, for their academic performance. Confirmatory factor analysis is used to confirm the appropriateness of the Facilitating Conditions Questionnaire for the participants. Regression is used to describe the relations of the six dimensions drawn from the Facilitating Conditions Questionnaire for academic performance. Analysis of covariance is used to describe the impact of sex and language spoken at home for these same dimensions. The confirmatory factor analysis confirmed that the six dimensions drawn from the Facilitating Conditions Questionnaire were appropriate for these participants. The regression results demonstrated that these dimensions are effective in accounting for variation in academic performance. With an alpha level of 0.05 there were significant main effects for sex on three dimensions. The results are examined in light of theory and extant literature. (Contains 5 tables, 4 figures, and 38 references.) (SLD)

ED 419 852 UD 032 205

Syropoulos, Mike
Evaluation of the 1996-97 Ninth Grade Restructuring Program. Area C.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE- 97
NOTE- 202p.; For Areas A and B of this evaluation, see ED 417 246-247.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; *School Restructuring; Teacher Attitudes; *Teachers; Teaching Methods; *Urban Schools; Urban Youth

component. Appendixes contain a literature review and a bibliography of 56 sources. (SLD)

ED 419 867 UD 032 342

Keller, Steven; Tres-Brevig, Maria da Penha
A School Called "Inclusive": Pio Pico Elementary School.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Awareness; Disadvantaged Youth; Elementary Education; Elementary School Students; *Equal Education; *Hispanic Americans; *Inclusive Schools; Low Income Groups; Minority Groups; Multicultural Education; Public Schools; *Teacher Expectations of Students; Urban Schools

Pio Pico Elementary School, Santa Ana (California), is a public school that provides a rigorous academic program for every one of its low income Latino students by embracing the multifaceted offerings of the community in a spirit of equity for all, inside and outside the classroom. This qualitative study explores the complexities of Pio Pico School to better understand what makes it successful in nurturing a compassionate and inclusive community. Observation of the community and a neighborhood association meeting set the stage for observation of the school. Conversations with the school staff show the importance of high expectations for staff members and for students. In spite of the fact that over 90% of the families at the school live at the poverty level, expectations at home and at school are the same for these students as they are for students at much more affluent public schools. The cooperation between the school and the University of California at Irvine is another thing that enhances the meaning-centered instructional and curricular program. This synergy means that quality projects are constantly completed and shared with others. (Contains 13 references.) (SLD)

ED 419 868 UD 032 343

Tatum, Beverly Daniel
"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race. A Psychologist Explains the Development of Racial Identity.
PUB DATE- 97
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; *Black Students; Elementary Secondary Education; Hispanic Americans; *Identification (Psychology); *Individual Development; Interpersonal Relationship; Multicultural Education; Racial Differences; Racial Discrimination; *Racial Identification; *Stereotypes; White Students

This book explores the psychology and the development of racial identity. The book makes the following suggestions: for people of color, the development of a constructive racial identity means being able to resist the bombardment of negative stereotypes and to think of a history of resistance and empowerment rather than one of passive victimization; for white review of the school's progress during the 10 years of the entire progress. Refocusing then involved the application of recommendations and issues pertaining to all aspects of diversity. Over the CBAM life cycle of almost 10 years in this school, some lessons were evident. One is that misunderstandings are common. Another is that student experiences of racism, bias, and gender harassment are both real and imagined, but must be initially examined as though "real." The involvement of the middle third of the faculty, those with a "wait and see" disposition towards various diversity initiatives, was required to make any activity a success. The commitment of the middle third was enough to bring the more reticent third into the activity. Empirical data were needed to shape policy decisions, but the most important factor was always to keep the students' interests first. The implementation of the CBAM model in this school setting shows the real complexities of educating for student diversity. Four appendixes contain a list of the stages of concern about innovation, the report of the committee on cultural pluralism, and information about reports from the Standing Committee on Cultural Diversity and the Middle States Self Study. (Contains 33 references.) (SLD)

ED 419 884 UD 032 361

Aguirre, JoAnn Kawamura
Pio Pico: Breaking the Culture of Silence.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Community Involvement; *Educational Change; Elementary Education; *Hispanic Americans; Inclusive Schools; Inner City; *Instructional Leadership; Parent Participation; Qualitative Research; *School Restructuring; Spanish Speaking; *Urban Schools
IDENTIFIERS- *California (Santa Ana); Hispanic American Students

This qualitative study explored the presence of community voice in a newly structured inner-city elementary school in Santa Ana (California). Nearly every family at Pio Pico Elementary School lives below the poverty level, and Spanish is the primary language of 90% of the residents, with most families being of Mexican or Central American origin. However, from its inception as a model demonstration school, Pio Pico has been a school in the cutting edge of educational reform. This study shows what makes Pio Pico a success. The school, which opened as a restructuring school, is a demonstration school for the district's bilingual education program, and is a Professional Development School in collaboration with the University of California, Irvine. The school gives voice to its community largely because of the efforts of the principal; a woman who is committed to the community and to the acceptance of the diversity of the students and awareness of their cultural heritages. The full-inclusion school serves about 900 students on a year-round schedule of 4 cycles, with 13 teachers per cycle. Parent participation is very high at Pio Pico, where parental concerns receive constant attention. The school has sponsored neighborhood cleanups to combat drug and gang activity. Community voice is strengthened by collaborative partnerships with many organizations, but it is the democratic

Virginia Western, and Wytheville. (YKH)

ED 419 558 JC 980 244

WTCS Transfer Information, 1996-97.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Enrollment Trends; Higher Education; Minority Groups; Multicampus Colleges; School Demography; Statistical Data; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *University of Wisconsin; *Wisconsin Technical College System

This document presents the annual headcount statistics on students transferring from the University of Wisconsin (UW) to the Wisconsin Technical College System (WTCS) during the academic year 1996-97. It includes a summary narrative description of data, technical colleges accepting UW credits, demographic characteristics of transfer students, and information on the total transfer of students into the WTCS from 1992-93 through 1996-97. In academic year 1996-97, 2,671 students transferred into the WTCS from UW, with Madison and Milwaukee technical colleges accepting the largest number of transfer students. Compared with total transfers, UW students composed the highest percentage among the 20-24 age group. UW transfer students also had higher percentages than the total when reporting their highest grade completed as being 13 or more. The most interesting occurrence, which remains unexplained, was the dramatic increase in the numbers of UW and total transfers reported in the less than 15-19 group. The majority of UW transfer students were female, and the numbers of blacks and Asians remained constant after a two-year trend of increase. About 3.9% of UW transfer students were disabled. (YKH)

ED 419 559 JC 980 247

Florida Community College Distance Learning Consortium Report.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Computer Networks; *Distance Education; Educational Benefits; Educational Change; Educational Innovation; Educational Objectives; *Educational Technology; Information Networks; Lifelong Learning; Nontraditional Education; Partnerships in Education; Program Development; Program Implementation; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This document discusses the benefits of distance education and the necessary steps for its implementation. It begins by describing the societal changes that are paving the way for distance learning, such as reduced access for expanding student populations and the dissolution of geographic boundaries. The next section explains the rationale behind a distance learning initiative, reviewing the current situation and the proposed initiating a Plan of Action to address early childhood issues in the Caribbean in terms of policy, structure, and implementation; and (3) facilitating the networking of early childhood education professionals. Following an introduction outlining the companies aims and objectives, the sections of the report are: (1) "The Value of Early Childhood Education and Development--the Case for Investment"; (2) "Challenges and Opportunities in the Caribbean"; (3) "A Quest for Quality"; (4) "Integrated Approaches"; (5) "Mobilizing Support"; and (6) "The Next Stage." The report's appendices contain a Caribbean Plan of Action, an adopted resolution, a situation analysis, list of conference documents, list of participants, and the agenda. (EV)

ED 419 578 PS 026 292

Burr, Tim; Tatarian, Lois
Read Today, Lead Tomorrow: How Corporate Grants, Volunteers, and Community Leadership Can Bring About Student Success. The Story of the GE Early Years Initiative.
SPONS. AGENCY- GE Fund, Fairfield, CT.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Elementary Education; Elementary School Students; Grants; *Literacy Education; *Partnerships in Education; Program Descriptions; *Public Service; *Reading Improvement; *Reading Skills; School Business Relationship; School Community Relationship; *Volunteers
IDENTIFIERS- General Electric Company; Volunteerism

The General Electric (GE) Early Years Initiative, a grant-funded GE Fund, GE's corporate Foundation and GE Elfun, GE's international program created by volunteer organization, has helped elementary school students improve their reading skills through the use of volunteers since 1994. This publication describes Early Years projects, provides program information, and lists participating locations and program contacts. The bulk of the book is comprised of program descriptions and program information. Program information delineates grades served, how the program works, reasons for success, teacher training requirements, GE volunteers, grant uses, sites, and contacts. The following programs are described: (1) Accelerated Reader and Reading Renaissance Programs, computerized reading management program; (2) Book in a Bag, a check-out program; (3) Economics Game; (4) Fort Edward Free Library, a library-school partnership; (5) GET Smart, volunteer tutoring; (6) The Green Thumb Club, raising and selling plants; (7) Literature Celebration Day; (8) Mentoring; (9) Modem Mates, computer connections to enhance student teamwork; (10) Mother Goose Asks "Why?", science and math activities with correlated reading materials; (11) Power Lunch, volunteers reading to students at lunch; (12) Science and Reading to Go!, inquiry-based science kits with correlated reading materials; (13) Smyrna-Moore Mentoring and Tutoring Program; (14) STAR--Science Technology and Reading, science lab kits of experiments and related books; (15) Super Lit Quiz Bowl; (16) Tae Kwon Do, marital arts to learn self-awareness and self-discipline; and (17) Troll Multicultural Program, a summer literature program. The book describes the application process and outlines time requirements for various types of volunteer opportunities. (KB)

ED 419 579 PS 026 376

problem. An annex to the monograph presents data, by region, on the distribution and labor force participation rates of children 10-14 years old. (Contains 14 references.) (JPB)

ED 419 596 PS 026 484

Bloir, Kirk
Parenting that Promotes Resilient Urban African American Families: Scholars Describe the Characteristics of Their Parents' Parenting Behaviors.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Conference of the National Council on Family Relations (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Authoritarianism; *Black Students; Family Environment; High School Students; High Schools; *Parent Influence; Parent Role; *Parent Student Relationship; Parenting Skills; *Student Attitudes
IDENTIFIERS- *African Americans; Parenting Styles

A study examined the demographic and family process characteristics of 116 academically successful, low income, urban, African American adolescents, focusing on factors supporting the students' relative success. A principle focus of the study was students' perceptions of their parents' role in their success. The study examined whether parents used an authoritative parenting style, as the literature shows adolescents from authoritative homes score higher on measures of psychosocial development and mental health. Students commented on family process characteristics of emotional closeness, parental involvement, and family decision making. Findings indicated that the overall parent-child relationship was characterized by high levels of emotional closeness, with greater closeness and interaction with mothers than fathers. Parents were described as highly involved in decision making, actively communicating, actively monitoring behavior, and participating in discussions on issues of concern. When fathers were present, students' grades tended to be higher. Parents were not found to be authoritarian but highly involved, warm and supportive, yet not encouraging of psychological autonomy. The findings challenge previous characterizations of low-income, urban minority families. Results also suggest that workshops aimed at assisting parents with limit setting and at helping families increase communication and warmth are potentially beneficial. (Contains four references.) (JPB)

ED 419 597 PS 026 493

American's Attitudes toward Child Care.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; Federal Legislation; *Finance Reform; Government Role; National Surveys; *Public Opinion; Public Policy; Tax Credits; Telephone Surveys
IDENTIFIERS- Child Care Legislation; Child Placement; United States

this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The four sessions in this guide for 3-year-olds cover: (1) various kinds of "creepy-crawlies" (insects and non-insects); (2) physical characteristics of insects; (3) metamorphosis; and (4) how insects protect themselves. Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, materials are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

ED 419 616 PS 026 535

Summer, Gail L.; Giovannini, Kathleen
Creppy Crawlies. Developing an Early Interest in Science: A Preschool Science Curriculum. (4-Year-Olds).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 152p.; For the curriculum guide for "3 year-olds", see PS 026 534. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biological Sciences; Experiential Learning; *Hands On Science; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides; Wildlife
IDENTIFIERS- *Insects

This science teaching guide on insects and animals for 4-year-old children is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The four sessions in this guide for 4-year-olds cover: (1) various kinds of insects; (2) spiders are not insects; (3) how "creepie-crawlies" grow and change; and (4) how "creepie-crawlies" camouflage themselves. Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, materials are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions single-parent families are virtually identical in their level of involvement, and it is quite similar to that of mothers in two-parent families; (3) fathers in two-parent families are more likely to attend school or class events or general school meetings than they are to attend parent-teacher conferences or to volunteer at their children's schools. Findings also indicated that in two-parent households, children are more likely to do well academically, to participate in extracurricular activities, and to enjoy school. Children are less likely to have ever repeated a grade or to have been suspended or expelled if their fathers have high involvement in their schools. This finding was also true in father-only households, allowing that children living in single-parent households are, on average, less successful in school and experience more behavior problems than children living in two-parent households. The Digest concludes by noting that the low participation of fathers in two-parent families offers schools an opportunity to increase overall parental involvement by targeting fathers, and that fathers can be a positive force in their children's education. (LPP)

ED 419 633 RC 021 476

Glascock, Catherine H.
Rural Districts in Crisis: When a Community Is Divided.
PUB DATE- 98
NOTE- 38p.; Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Community Attitudes; Community Control; Community Relations; Community Satisfaction; Conflict; *Consolidated Schools; *Cultural Differences; *Educational Attitudes; Elementary Secondary Education; Parent Attitudes; Questionnaires; Rural Education; *Rural Schools; *School Community Relationship; School District Reorganization; *School Districts; Surveys
IDENTIFIERS- Appalachia; Local Control

One of the results of rural school district consolidation has been the potential for schisms that develop among the divergent populations with distinct traditions, culture, and customs. This paper presents research on an Appalachian school district that remains in cultural turmoil after 25 years of consolidation. The population of the three districts in the consolidation consists of university professors, a commune, welfare recipients, a small contingent of gay families, far-right activists, and a typically rural population. Problems and conflicts include location of schools, school board membership, opposition to or support of the high school principal, relaxation of school atmosphere, changes to block scheduling and team teaching, unhappiness among non-college-prep students, and lower achievement scores. The present study included interviews with the superintendent and principals; focus groups with teachers, students, and parents; a telephone survey of 360 district residents; and statistical and achievement test data from the state department of education and school district. Interview findings show principals working to improve communications with the community. Statistical data analysis shows positive economic growth, little increase in enrollment, an increased dropout rate, static attendance, an overall upward trend in proficiency test scores except for grade 4, and a drop in college-entrance scores. A table shows comparative data for the study district and 10 similar districts. Focus-group key

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Adventure Education; College Programs; *Facility Guidelines; *Gymnasiums; Recreational Activities; *Recreational Facilities; *Risk Management; *Safety; Staff Development; Standards
IDENTIFIERS- *Climbing Walls

To ensure that the rapidly growing climbing gym industry maintains the excellent safety record established so far, the Climbing Gym Association (CGA) has developed the Peer Review and Accreditation Program, a process of review between qualified and experienced CGA reviewers and a climbing facility operator to assess the facility's risk management and operational practices. The CGA has published a list of accepted industry practices (AIP's), which have been approved by the membership and are continually updated. Standards will be further developed by the Peer Review and Accreditation Program. This paper presents observations on procedures and practices drawn from the accreditation manual: control of access; climber testing; monitoring by staff; staffing; management systems; insurance; equipment and maintenance; walls, anchors, and landing surfaces; operations manual; program activities and safety; emergency procedures; and outdoor programs. In discussing staffing concerns, it is noted that a strong tradition of mentoring and apprenticeship, coupled with very low turnover, is an important factor in the exemplary safety record established by U.S. climbing schools and guide services. University climbing programs are also challenged by the dual goals of providing adventure recreation and education with maximum safety and developing leadership skills amongst student staff. The CGA is a useful organization for university climbing programs to join because the process of an accreditation review and the maintenance of an accredited status help maintain continuity of staff professionalism and risk management practices. (Includes the Climbing Gym Association's mission statement and eight accepted industry practices.) (TD)

ED 419 652 RC 021 515

Guthrie, Steven P.
Actual Risk and Perceived Risk: Implications for Teaching Judgement and Decision-Making to Leaders.
PUB DATE- 97
NOTE- 15p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; Adventure Education; *Beliefs; *Decision Making; *Evaluative Thinking; Experiential Learning; Fear; Group Dynamics; Misconceptions; Outdoor Activities; *Risk; Risk Management; *Safety
IDENTIFIERS- High Risk Situations; *Risk Taking

This paper begins by presenting three tests, which are included in the appendix, of one's awareness of physical risks. This algorithms, the assessment of such algorithms, algorithms from history and other cultures, ways that algorithms grow and change, and the importance of algorithms in a technological world. Chapters include: (1) "Whither Algorithms? Mathematics Educators Express Their Views" (Lorna J. Morrow); (2) "Paper-and-Pencil Algorithms in a Calculator-and-Computer Age" (Zalman Usiskin); (3) "What Is an Algorithm? What Is an Answer?" (Stephen B. Maurer); (4) "Algorithmic and Recursive Thinking: Current Beliefs and Their Implications for the Future" (Tabitha T.Y. Mingus and Richard M. Grassl); (5) "Teaching Mental Algorithms Constructively" (Alistair McIntosh); (6) "What Criteria for Student-Invented Algorithms?" (Patricia F. Campbell, Thomas E. Rowan, and Anna R. Suarez); (7) "The Importance of Algorithms in Performance-Based Assessments" (Dominic Peressini and Eric Knuth); (8) "A Brief History of Algorithms in Mathematics" (Janet Heine Barnett); (9) "Understanding Algorithms from Their History" (Barnabas Hughes); (10) "An Exploration of the Russian Peasant Method of Multiplication" (Laura Sgroi); (11) "Hammurabi's Calculator" (Clifford Wagner); (12) "Capsule Lessons in Alternative Algorithms for the Classroom" (Diane E. Mason); (13) "Historical Algorithms: Sources for Student Projects" (Rheta N. Rubenstein); (14) "Alternative Algorithms for Whole-Number Operations" (William M. Carroll and Denise Porter); (15) "My Family Taught Me This Way" (Pilar Ron); (16) "Calculators in Primary Mathematics: Exploring Number Before Teaching Algorithms" (Susie Groves and Kaye Stacey); (17) "The Harmful Effects of Algorithms in Grades 1-4" (Constance Kamii and Ann Dominick); (18) "A Contextual Investigation of Three-Digit Addition and Subtraction" (Kay McClain, Paul Cobb, and Janet Bowers); (19) "Children's Invented Algorithms for Multidigit Multiplication Problems" (Jae-Meen Baek); (20) "The 'Write' Way To Mathematical Understanding" (David J. Whitin and Phyllis E. Whitin); (21) "Letting Fraction Algorithms Emerge through Problem Solving" (DeAnn Huinker); (22) "Developing Algorithms for Adding and Subtracting Fractions" (Glenda Lappan and Mary K. Bouck); (23) "A Constructed Algorithm for the Division of Fractions" (Janet Sharp); (24) "Dividing Fractions by Using the Ratio Table" (Jonathan L. Brendefur and Ruth C. Pitingoro); (25) "Teaching Statistics: What's Average?" (Susan N. Friel); (26) "Algorithms for Solving Nonroutine Mathematical Problems" (Jinfa Cai and Connie Laughlin); (27) "Algebra and Technology" (Ann Bruner, Kathy Coskey, and Sharon K. Sheehan); (28) "A New Look at an Old Algorithm: The Semiaverage Line" (Michael McNamara); (29) "Random-Number Generators: A Mysterious Use of Algorithms" (Stephanie O. Robinson and Donald J. Dessart); (30) "Algorithmic Problem Solving in Discrete Mathematics" (Eric W. Hart); (31) "The Traveling Salesperson: Some Algorithms Are Different" (Lowell Leake); and (32) "Using Algorithms To Generate Objects of Mathematical Interest" (Elaine Simmt). (ASK)

ED 419 670   SE 061 374

Sheaffer, Amy L., Ed.
Land & Water Interactions in the Great Lakes. Earth Systems - Education Activities for Great Lakes Schools (ES-EAGLS).
PUB DATE- 96
NOTE- 129p.; For other documents in the series, see SE 061 375-378.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 419 688 SE 061 406

O'Connor, Vincent F., Ed.; Hynes, Michael C., Ed.
Mission Mathematics: Linking Aerospace and the NCTM Standards. Grades 5-8.
PUB DATE- 97
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Educational Resources; *Integrated Activities; Intermediate Grades; Junior High Schools; Lesson Plans; *Mathematics Education; Middle Schools; Science Education; *Space Sciences
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

This book is a collaborative project between the National Aeronautics Space Administration (NASA) and the National Council of Teachers of Mathematics (NCTM). It has two complementary goals: to provide classroom-tested lessons that effectively model the vision of the NCTM Standards and to focus on the exciting problems that arise out of NASA's activities. The lessons contained within this document are couched in an aerospace setting to motivate students to become involved with and connected to mathematical concepts, skills, and applications. Activities and lessons can be used independently to show how mathematics is used in the space industry. Many lessons are linked to form in-depth investigations that can be used in a variety of ways. The investigations are designed to become potential replacement units for parts of the present school curriculum. Chapters include: (1) "Lunar Exploration"; (2) "How Big Is Our Neighborhood?"; (3) "The Speed of Light"; (4) "Aeronautics"; and (5) "Mission To Planet Earth". (ASK)

ED 419 689 SE 061 407

Becker, Jerry P., Ed.; Shimada, Shigeru, Ed.
The Open-Ended Approach: A New Proposal for Teaching Mathematics.
PUB DATE- 97
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; *Mathematics Instruction; *Problem Solving; Teaching Methods; *Thinking Skills

Research into problem solving and higher-order thinking skills in school mathematics was being addressed in Japan as early as the 1970's. Although this book clearly addresses the important aspects of problem solving, it also has implications for improving assessment in problem solving. The first phase of Japanese research on the open-ended approach to teaching mathematics is also discussed. This book contains seven chapters which include: (1) "The Significance of an Open-Ended Approach"; (2) "An Example of Lesson Plan Development"; (3) "Developing Lesson Plans"; (4) "Examples of Teaching in Elementary Schools"; (5) "Examples of Teaching in the Lower Secondary Schools"; (6) "Examples of Teaching in the Upper Secondary Schools"; and (7) "Round-Table Discussions To Review the Project". (ASK)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; Computer Software; *Computer Uses in Education; *Educational Strategies; Foreign Countries; *Laboratory Procedures; Mechanics (Physics); Models; *Physics; Science Curriculum; Science Education; Scientific Methodology; Secondary Education; *Technology
IDENTIFIERS- Finland

The 15 conference papers in this report address a variety of issues such as computer applications in mechanics and optics, three-dimensional representation in physics teaching, computers in the physics laboratory, information technologies, the perceptual approach in physics education, improving students' conceptual understanding in physics, using computers in teaching physics to medical students, physics curriculum reform, and the examination of two-dimensional motion with video and computer programs. Papers include: (1) "Computer Practical Works in Physics: Mechanics and Optics" (Vasily A. Davydov, Sergey V. Lavristchev, and Alexandre V. Skurikhin); (2) "Animation Programs and Three Dimensional Presentations in the Teaching of Physics" (Jyrki Hokkanen and Peter Holmberg); (3) "Computers in Physics Laboratory" (Ari Hamalainen); (4) "An Approach to Computer Based Educational Environment on Physics" (Vladimir A. Karpov); (5) "New Information Technologies in Education: Mathematical Simulation Processes and Systems" (V.P. Konovalov); (6) "'Physics by Pictures': Simulation of Physical Experiments and Problems on PC in School-Physics Teaching" (Stanislav Kozel and Nataly Soboleva); (7) "Perceptional Approach in Physics Education" (Kaarle Kurki-Suonio); (8) "Using Microcomputer-Based Data Acquisition To Improve Pupils' Conceptual Understanding in Physics (Jari Lavonen); (9) Information Technology in a Modern Physics Classroom" (Veijo Meisalo); (10) "The Renewal of Physics Curriculum in Finland" (Veijo Meisalo); (11) "Computers in Teaching of Physics for Medical Students" (Tiiu Muursepp and Toomas Muursepp); (12) "Computer Models of Physical Processes in School Education" (A.M. Popov, O.B. Popovicheva, and E.A. Volkova); (13) "Examination of Two-Dimensional Motion with Video and Computer Program" (Reima Rouvinen); (14) "An Analysis of Some American and German Simulation Programs" (Martti Vulli); and (15) "Educational Software Package 'Physical Games on the Display'" (M.G. Zaitsev and S.A. Stremyakov). Contains 123 references. (DDR)

ED 419 710 SE 061 460

Ahtee, Maija, Ed.; Pehkonen, Erkki, Ed.
Constructivist Viewpoints for School Teaching and Learning in Mathematics and Science. Research Report 131.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; *Constructivism (Learning); Elementary Secondary Education; *Environmental Education; Foreign Countries; *Mathematics Instruction; *Physics; *Science Instruction

This research report contains a fairly concise overview of the role of constructivism in the teaching of mathematics and science in Finland. Included papers have been grouped into three parts. The first part, "General Considerations," consists

DESCRIPTORS- Area Studies; Asian History; *Asian Studies; *Chinese Culture; Cooperative Learning; Elementary Education; Foreign Countries; Learning Strategies; *Non Western Civilization; Simulation; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *China

This simulation allows students to participate in the "ways" of ancient Chinese history and culture. The unit is organized into five major phases or "li's." Students may spend about one week on activities in each "li" which focuses on a major aspect of Chinese history, culture, or geography. In each "li" students participate in activities that highlight the "seven intelligences" and learn the geography, literature, history, art, science, philosophy, and religion of one of the world's oldest countries. In these phases, students join one of five clans, called "hsing," with each representing one of the cardinal directions and holding a unique position in the universe; all are symbolically important to Chinese philosophy. Each "hsing" has its own student guide containing background materials and directions for various activities. The "li's" include: (1) "Introduction to Chinese Culture"; (2) "The Great Wall"; (3) "The Silk Road"; (4) "The Forbidden City"; and (5) "The Banquet of Fortune." Team-building and collaborative activities are essential to this unit. (Includes five student guides.) (EH)

ED 419 730 SO 028 762

Callis, Jan
Southwest: A Simulation of the Spanish/Mexican Influence upon American History.
PUB DATE- 92
NOTE- 183p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; Area Studies; Cooperative Learning; Elementary Education; Foreign Countries; *Hispanic Americans; *Latin American History; Learning Strategies; Simulation; *Social Studies; Spanish Americans; *State History; Teaching Guides; Teaching Methods; United States History
IDENTIFIERS- Mexico; *United States (Southwest)

This simulation allows students to learn of the shared Hispanic background of the Southwestern states and help students realize that the states developed in a parallel fashion, not in isolation. The packet is divided into eight sections: (1) "Introduction"; (2) "Land"; (3) "Native Americans"; (4) "Explorers"; (5) "Missions/Settlements"; (6) "Ranchos/Statehood"; (7) "Fiesta"; and (8) "Optional Activities." Each phase begins with a pretest to determine what students know. Next, a class discussion covers the background essay, glossary, timeline, and the cooperative learning team responsibilities. Enrichment projects and activities are suggested. Each phase can be used as time allows and in various grade and class settings. Evaluation is based on the results of the pre/post test, quality of the team presentation, student participation in group activities and discussions, and the quality and number of additional projects and/or reports completed. Team-building and collaborative activities are essential to this unit. (EH)

ED 419 731 SO 028 763

This unit examines why the numbers of Mexican immigrants in English as a Second Language (ESL) classes are increasing. In addition, the unit seeks to use cultural information gathered from the Fulbright experience to enrich ESL U.S. history classes with units on Mexico. As students learn about U.S. history, they also gain a basis for comparing the governments of the countries. A 15-item bibliography of recent publications supports the unit. Classroom suggestions for use of the materials are included. (EH)

ED 419 754 SO 028 869

Richardson, Toni
Mexico: Service Learning Project. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 10p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Secondary Education; *Service Learning; *Social Change; Social Studies; Spanish Speaking
IDENTIFIERS- *Mexico

This project includes a mini-lesson to be used at the end of the unit on Latin America. The lesson introduces a service learning project to help Maryland students to address the service learning component needed for graduation. The specific lessons have students identify the changing role of Latin American countries in the world community. Ways in which students can use service learning to help solve problems in Mexico are presented. Cooperative group activities are used in the unit. (EH)

ED 419 755 SO 028 870

Lopez, Salvador
Mexico 1996. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 45p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Foreign Countries; Geography; Higher Education; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; *Social Change
IDENTIFIERS- *Mexico

This paper shares the impressions of a participant from the 1996 Fulbright-Hays Summer Seminars Abroad Program in Mexico. These impressions address several current interest topics about international relations with Mexico including: (1) immigration;

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Leaders; *Leadership Qualities; Leadership Training; Mentors; Participative Decision Making; *Teacher Attitudes; Teacher Improvement; *Teacher Role; Teachers
IDENTIFIERS- Forums; Teacher Leaders; *Teacher Leadership

This booklet for teachers reports what participants in the U.S. Department of Education's 1996 National Teacher Forum had to say about teacher leadership. Forum participants were 120 exemplary public and private school teachers nationwide. The report also includes thoughts of teachers who used e-mail to share their ideas on teacher leadership. After discussing why teacher leadership is important, the booklet examines forms of teacher leadership that forum participants identified: participating in professional teacher organizations; taking part in school decisions; defining what students need to know and be able to do; sharing ideas with colleagues; mentoring new teachers; helping make personnel decisions; improving facilities and technology; working with parents; creating various partnerships; becoming politically involved; and becoming leaders. They noted ways to support teacher leadership including: encouraging teachers to lead and stay informed; creating leadership roles for teachers; providing opportunities for teachers to continue learning; easing time commitments; and offering more connection opportunities. Participants suggested that teachers can get started moving into their leadership positions by identifying the need and by not waiting for someone else to make the change. The booklet provides a list of forum participants' names and addresses. (SM)

ED 419 779 SP 037 943

Lima, Jorge Avila de
Improving the Study of Teacher Collegiality: Methodological Issues.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Educational Research; Foreign Countries; *Interprofessional Relationship; Secondary Education; *Secondary School Teachers; Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- Portugal

This paper discusses the range, frequency, structure, and content of teachers' professional and interpersonal relationships in their schools, describing data from a study of teacher cultures and collegiality. The study, which involved two Portuguese secondary schools, examined the informal networks of collegial and interpersonal communication ties among teachers and how the networks structured teachers' work experiences. Using a questionnaire and interviews with teachers, student teachers, department heads, and school administrators, researchers collected data from over 100 individuals at each school on collegial and interpersonal ties with others. Professional relations were characterized in terms of the frequency with which they occurred and the intensity of the relations. Results to the values of non-PDP student teachers. Values regarding student, teacher, administrator, and community behaviors and interactions differed among groups, but not significantly. The effect of cooperating teachers' educational values on student teachers' values was minimal. (Contains 2 charts and 22 references.) (SM)

ED 419 796 SP 037 960

Hamer, Lynne
Looking at the Overlooked: A Narrative Analysis of How Teachers Combine Personal & Professional Knowledge.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High School Students; *History Instruction; Relevance (Education); Secondary Education; *Secondary School Teachers; *Story Telling; Teaching Methods

This study examined what teachers accomplish in their everyday roles as storytellers, highlighting oral performances of ordinary teachers in their classrooms. The study occurred in a midwestern secondary school during 1991-1992. Three white male social studies teachers participated. The researcher conducted 14 months of participant observation, supplemented by semistructured interviews, within the school and community. The researcher attended classes several times each week, chatted with teachers and students informally, ate with students, participated in students' extracurricular activities and teachers' meetings, and kept detailed notes. Class periods were audiotaped and/or videotaped. The researcher coded information from narratives that were told and created narrative analyses of the teachers' history lectures and the history students' stories. Results indicated that the oralized history, which is generally ignored in discussions of teachers and teaching, is a far richer, more used type of history than test history and textbook history which is usually emphasized. Students remembered and enjoyed the communication process and the examples of the teachers making history a subjective, relevant source for use in everyday life. Teachers told complex stories, and students could recognize the value of such stories and the diverse viewpoints represented in them, as well as tell similar stories outside of class. Students were not given much opportunity to practice telling such stories as part of their formal education. (Contains 35 references.) (SM)

ED 419 797 SP 037 961

Scott, Catherine; Cox, Sue; Dinham, Steve
An English Study of Teacher Satisfaction, Motivation, and Health.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary School

its theoretical and historical underpinnings, and specific methods of educational research. This revised edition places qualitative research into the context of current discussions of research methods and alternative ways of knowing. The edition also contains a rewritten chapter on applied and action research, as well as revised or expanded chapters on qualitative methods, photography, and techniques of data collection and analysis. The following chapters are included: (1) "Foundations of Qualitative Research in Education: An Introduction"; (2) "Research Design"; (3) "Fieldwork"; (4) "Qualitative Data"; (5) "Data Analysis"; (6) "Writing It Up"; and (7) "Applied Qualitative Research for Education." An appendix contains examples of observational questions for educational settings. (Contains seven figures and multiple references.) (SLD)

ED 419 814 TM 028 385

Rasch, Georg
Probabilistic Models for Some Intelligence and Attainment Tests.
PUB DATE- 93
NOTE- 199p.; Reprint of a book first published in 1960. Foreword and Afterword by Benjamin D. Wright.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Estimation (Mathematics); *Intelligence Tests; Item Response Theory; *Mathematical Models; Measurement Techniques; *Probability; *Psychometrics; Reading Tests; Tables (Data); Test Construction; Test Items
IDENTIFIERS- *Rasch Model

The psychometric research done by G. Rasch between 1951 and 1959, which is explained and illustrated in this book, takes psychometrics from being purely descriptive to being a science of objective measurement. Individual centered statistics require models in which each individual is characterized separately and from which, given adequate data, individual parameters can be estimated. It is further essential that comparisons between individuals become independent of the particular instruments used within the same class. This work demonstrates possibilities for building models that meet these demands. Part A, Chapters 1 through 7, discusses the basic principles with as little reference to mathematics as is practical. Part B, Chapters 8 through 10, then gives a full account of the mathematical background of these models. The following chapters are presented: (1) "Introduction"; (2) "Oral Reading Tests. A Model for Misreadings"; (3) "Oral Reading Tests. A Model for Speed"; (4) "Shortcomings of the Models"; (5) "A Structural Model for Items of a Test"; (6) "Control of the Model"; (7) "Notions Implied in the Structural Model for Items"; (8) "Mathematics of the Model for Misreadings"; (9) "Mathematics of the Model for Reading Speed"; and (10) "Mathematics of the Model for Item Analysis." An appendix provides a note on the denotation of the tests mentioned. (Contains 29 tables, 44 figures, and 78 references.) (SLD)

ED 419 815 TM 028 386

Ingebo, George S.
Probability in the Measure of Achievement.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Teacher Qualifications; Teaching Methods

This study examined the conceptions of teacher evaluation criteria of 9th- and 12th-grade teachers and administrators. Four representative members of each group (n=12) were interviewed and asked to identify and define indicators of instructional practice based on the context of their allocated roles and experiences. It was hypothesized that conceptions of the criteria for teacher evaluation would vary according to the interviewed subjects' organizational positions as teachers or administrators. Variables were constructed from the responses of those interviewed and entered into a principal components analysis. Inspection of the scree plot and eigenvalues revealed three components that accounted for 68% of the data. Ninth-grade teachers, twelfth-grade teachers, and administrators differed in their conceptions of teacher evaluation criteria. Ninth-grade teachers focused on management and discipline issues. Twelfth-grade teachers emphasized content material and student achievement. Administrators noted that teacher commitment and general instructional behaviors and skills were important attributes to consider for evaluation. (Contains 2 tables and 17 references.) (Author/SLD)

ED 419 833 TM 028 408

Huang, Chi-Yu

Factors Influencing the Reliability of DIF Detection Methods.

PUB DATE- 98

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Identification; *Item Bias; *Regression (Statistics); *Reliability; *Sampling; Tables (Data)

IDENTIFIERS- Iowa Tests of Basic Skills; Item Bias Detection; Mantel Haenszel Procedure; Standardization

This study examined the reliability of three methods for detecting differential item functioning (DIF) (i.e., the Mantel-Haenszel method, the standardization method, and the logistic regression method) applied to achievement test data. In addition, the study examined the influences of different sources of error variance, including examinee, occasion, and curriculum sampling on the magnitude of the reliability of the different DIF detection methods. Three datasets were assembled from the 1992 spring and fall standardization administration of the Iowa Tests of Basic Skills, and these were manipulated to control for error variance sources. Results indicated that the Mantel-Haenszel and standardization methods were more reliable in detecting DIF than the logistic regression method. The data also indicated that controlling the error variance of curriculum sampling slightly increased the reliability of DIF detection while controlling for error variance due to examinee sampling gives confusing results. (Contains 13 tables, 8 figures, and 12 references.) (Author/SLD)

ED 419 834 TM 028 409

Boshuizen, Henny P. A.; Bongaerts, Maureen Machiels; van de Wiel, Margaretha W. J.; Schmidt, Henk G.

Learning from Multiple Cases: A New Paradigm for Investigating the Effects of Clinical Experience on Knowledge Restructuring and Knowledge Acquisition.

IDENTIFIERS- *Detroit Public Schools MI

This evaluation of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social work services, counseling and psychological services; tutoring by student assistants with teacher supervision; and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area C of the Detroit schools. One principal completed a survey and indicated the clear belief that the program boosted student achievement. Students who completed questionnaires (n=146) were highly satisfied with the program and thought it helped them academically and socially. Teachers (n=19 from 3 schools) generally thought (90 to 100%) that the program raised student achievement. Three ninth grade administrators who responded also generally thought that the program raised achievement. Teachers and administrators identified areas that improvements could be improved and made recommendations for its continuation. These included the fostering of a school-within-a-school environment, continuing block scheduling, continuing to create clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97 as it had in 1995-96. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 419 853 UD 032 326

Schoener, John; Paroff, Jodi; Jarvis, Carolyn; Ford, Patrice
Who We Are. Students and Schools in the NYNSR (New York Networks for School Renewal) Project, 1995-96.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Demography; *Educational Change; Elementary Secondary Education; Hispanic Americans; *Partnerships in Education; Public Schools; *Student Characteristics; *Urban Schools
IDENTIFIERS- *New York City Board of Education; Reform Efforts

This report provides demographic information about students attending the 82 New York Networks for School Renewal (NYNSR) founding schools in the 1995-96 school year and compares them to students in non-NYNSR New York City public schools. It also describes the location, number, size, and grade levels of NYNSR schools. The NYNSR project is a joint effort of four school reform organizations who came together to leverage school reform in the New York City system. These organizations are the New York Association of Community Organizations for Reform Now, the Center for Collaborative Education, the Center for Educational Innovation, and New Visions for Public Schools. The project began in January 1995 with a $25 million Challenge Grant from the Annenberg Foundation. This report, which is one of a series of outcome reports to be prepared by the Institute for Education and Social Policy, relies largely on demographic and data outcomes collected by the New York City Board of people, racial development must begin with the abandonment of individual racism and the recognition of and opposition to institutional racism. The racial identity development of other people of color, Latinos, American Indians, and Asians, is also discussed. In considering why black students sit together in the cafeteria, the formation of racial identity is explored with real-life examples. The first part of the book discusses racism and the complexity of identity. The second part contains chapters on understanding blackness in a white social context, from early childhood through adolescence and adulthood. The third part considers understanding whiteness in a white context, Affirmative Action, and the development of a white identity. Part 4 explores critical issues for Latinos, American Indians and Asian Pacific Americans, and identity development in multiracial families. Part 5 talks about the necessity of cross-racial dialogue. An appendix contains a guide to resources for learning about racism. (Contains 193 references.) (SLD)

ED 419 869 UD 032 344

Gonzalez, Maria Luisa, Ed.; Huerta-Macias, Ana, Ed.; Tinajero, Josefina Villamil, Ed.
Educating Latino Students: A Guide to Successful Practice.
PUB DATE- 98
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; *Cultural Awareness; Curriculum Development; Disadvantaged Youth; Educational Assessment; *Educational Practices; Elementary Secondary Education; *Hispanic Americans; Multicultural Education; Preschool Education; Teaching Methods; Urban Youth
IDENTIFIERS- *Hispanic American Students; *Latinos

This book attempts to assist readers in expanding their knowledge base in the area of quality practices for Latino students. The chapters contain many practices that can be implemented in educational settings from preschool to secondary school. The following chapters are included: (1) "Successfully Educating Latinos: The Pivotal Role of the Principal" (Maria Luisa Gonzalez); (2) "Learning for Latinos: The Sociocultural Perspective" (Ana Huerta-Macias); (3) "Fostering the Home-School Connection for Latinos" (Alma Flor Ada and Nancy Jean Smith); (4) "Developmentally Appropriate Practice: Rethinking the Preschool Curriculum with Latino Families" (Elizabeth Quintero); (5) "Emergent Literacy: Implications for Kindergarten Settings" (Maria Cristina Gonzalez); (6) "Learning Environments Supportive of Young Latinos" (Cecilia Espinosa, Karen Moore, and Irene Serna); (7) "Developing Language and Literacy in Bilingual Classrooms" (Josefina Villamil Tinajero, Sandra Rollins Hurley, and Elizabeth Varela Lozano); (8) "Issues in the Teaching of Math and Science to Latinos" (Yolanda de la Cruz); (9) "Standardized Testing of Latino Students: A Legacy in Need of Reform" (Jozi de Leon and Linda J. Holman); (10) "Latinos in the United States: A Tapestry of Diversity" (Alicia Salinas Sosa); (11) "Profile of Leadership at the Middle-/High-School Levels: Successful Schools and Their Principals" (Maria Luisa Gonzalez and Ana Huerta-Macias); (12) "Middle Schools for Latinos: A Framework for Success" (Rebecca Benjamin); (13) "Literacy Instruction for Middle-School Latinos" (Karin M. Wiburg); (14) "Transforming High Schools To leadership of the principal that is the key to the school's success. (Contains 15 references.) (SLD)

ED 419 885 UD 032 362

Reed, Patricia; Roberts, Ann
An Investigation of Leadership in Effective and Noneffective Urban Schoolwide Project Schools.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Compensatory Education; Construct Validity; Educational Change; Elementary Education; *Elementary School Teachers; *Instructional Leadership; *Principals; Tables (Data); Test Validity; Urban Schools
IDENTIFIERS- Improving Americas Schools Act 1994 Title I; *Ohio

The primary purpose of this study was to determine whether the nature of leadership in Ohio Title I Schoolwide Project Schools that were deemed effective by the U.S. Department of Education differed from leadership in those Ohio Title I Schoolwide Project schools that were considered ineffective. The specific focus was to determine whether effective and ineffective schools differed with respect to the extent to which principals and the schools as a whole evidenced a bifocal, symbolic, technical, or unfocused leadership orientation. The Principal Behavior Inventory (PBI), developed to elicit principals' perceptions of their leadership styles, and the PBI-T, designed to measure teachers' perceptions of the same variables, were administered to 70 principals and 40 teachers respectively to determine construct validity. Four schools were selected from the entire sample for the district, and the principals and three teachers from each school completed the instruments. Two had bifocal (balanced between symbolic and technical leadership) principals, according to the PBI and PBI-T, and two had unfocused principals. The four schools are described in detail. In the effective school headed by a bifocal principal, both the principal and the teachers showed a bifocal orientation and worked together for technical and symbolic dimensions of their work. In the effective school with an unfocused principal, the school as a whole was bifocal, and leadership was diffused. In the ineffective school headed by a bifocal principal, the school was characterized by confusion and mistrust stemming from its previous administration. The ineffective school with the unfocused principal demonstrated an overall unfocused leadership orientation. Overall, findings show that both of the effective schools evidenced a bifocal schoolwide leadership orientation and both of the ineffective schools evidenced an unfocused schoolwide leadership orientation. Appendixes contain the principal and teacher interview protocols. (Contains 9 tables and 27 references.) (SLD)

ED 419 886 UD 032 363

Fitzjohn, Sue; Weston, Minda; Large, Judy
Festivals Together. A Guide to Multi-cultural Celebration.
PUB DATE- 93

instructional network. The following section discusses objectives, which include: increasing access to education; providing alternatives to classroom-bound instruction; reducing the cost of course delivery; increasing lifelong learning opportunities; increasing collaboration among community colleges and universities; reducing requirements for new facilities; reducing time needed to obtain a degree or training; and increasing capability through strategic partnerships with the private sector. Network design and components are also discussed, as are steps for implementing Florida's new instructional network and the resulting benefits. An addendum to the document is also included with follow-up information about implementation. (YKH)

ED 419 560 JC 980 248

New Hampshire Community Technical College System Annual Report, Class of 1997.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Access to Education; *Annual Reports; *College Graduates; *Community Colleges; Education Work Relationship; Enrollment; Job Training; *Outcomes of Education; Partnerships in Education; Police Education; Salaries; School Funds; *Technical Institutes; Transfer Students; Two Year Colleges
IDENTIFIERS- *New Hampshire

This New Hampshire Community Technical College System (NHCTCS) Annual report provides data and descriptions about its programs, students, and educational outcomes. Beginning with the NHCTCS mission statement, the report discusses access and excellence in education, providing background information on the NHCTCS and the opportunities it provides. Data is included on total and full-time equivalent enrollments according to college location. One section, the graduate profile, indicates the educational or employment status of NHCTCS graduates as of November 1997. A short description of the class of 1997 is provided, along with the outcomes of their education. The report then offers a partial listing of New Hampshire companies employing NHCTCS graduates. Data concerning return on investment, determined by historical starting wages, is also illustrated. The next section contains a list of some of the colleges and institutions that students have transferred to after completing courses at one of the NHCTCS campuses. Descriptions of workforce training programs and the NHCTCS police academy are also provided. The report concludes with a 1997 training summary indicating student enrollment and outcomes of specific programs, and the fiscal summary, which provides funding information. Members of NHCTCS governance are also identified. (YKH)

ED 419 561 JC 980 249

Browne, Joseph, Ed.
The AMATYC Review, 1997-1998.
PUB DATE- 98
NOTE- 168p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive

van Kuyk, Jef J.
Space 2: My Body. Space Orientation Group 1.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Body Image; Class Activities; Classroom Techniques; Concept Formation; *Concept Teaching; Early Childhood Education; Foreign Countries; Fundamental Concepts; Learning Activities; *Space; *Spatial Ability; Young Children
IDENTIFIERS- *Body Awareness

Space orientation is a major area of development for preschool and early primary school children. Knowledge about one's own body and about body movements in space is a necessary condition for space orientation. Starting from their own bodies, children learn to focus on the space in which they move. They then learn to take a non-body perspective and handle relationships between objects. This teaching guide, part of the "Piramide Pyramid Project," provides activities for early primary (group 1) students to encourage space orientation. The guide contains two parts, "Group Programme" and "Tutoring Programme." Each part describes concepts to be learned, preparation for activities, and activities related to body and space orientation, demonstration, extension, and adding complexity. Part 1 includes activities related to concept processing, extra attention, review, bilingual children, and hierarchically structured activities such as language and ordering. Part 2 includes remediation-oriented tutoring activities. Appendices contain books, rhymes, songs and games, development materials, and pictures related to the activities. (EV)

ED 419 580   PS 026 404

Child Care Center Licensing Study, 1998.
PUB DATE- 98
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; Child Caregivers; *Day Care; *Day Care Centers; Elementary Education; Infant Care; Personnel; Preschool Education; School Age Day Care; Sick Child Care; State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Day Care Licensing; Day Care Licensing Agencies; Day Care Registration; State Policy

This report details a study of regulations for day care centers in the 50 United States, the District of Columbia, Puerto Rico, and the Virgin Islands. Data were collected by means of a mail questionnaire sent to each state central regulatory office. Following an introduction by Kay Hollestelle, the Children's Foundation executive director, the report defines terms used in state regulations and highlights the questions most frequently asked regarding state regulation of day care centers. The remainder of the report contains state-by-state summaries of day care center regulations, organized in alphabetical order by state or territory. In addition to contact information for each state regulatory agency, information is provided in 27 categories: (1) number and definition of regulatory programs; (2) regulations; (3) complaint procedures; (4) staff prescreening; (5) child documentation policy; (6) discipline policy; (7) environmental policy; (8) regulatory processing

This report details a study of Americans' attitudes toward child care arrangements and associated tax benefits. The study was conducted by Wirthlin Worldwide on behalf of the Family Research Council, and consisted of a total of 1,004 telephone interviews completed between December 19 and 21, 1997 with adults 18 years or older living in the continental United States. The key findings of this study were as follows: (1) interviewees rated care by a child's own mother as the single most desirable form of care, regardless of race, age, partisanship, or income; (2) care by a child's own grandmother, aunt, or other family member and care by a child's own parents working split shifts were also seen as desirable; (3) 71 percent of interviewees said that tax relief should be available to all families with preschoolers; and (4) professional care programs such as home day care, nannies, or commercial or government care centers were rated as least desirable. The report also outlines provisions of the Clinton Administration's proposal to expand the role of government in child care and concludes by noting that Americans prefer a child care policy that provides support and incentives for rearing children within the family. (KB)

ED 419 598 PS 026 496

Pecora, Peter J., Ed.; Seelig, William R., Ed.; Zirps, Fotena A., Ed.; Davis, Sally M., Ed.
Quality Improvement and Evaluation in Child and Family Services: Managing into the Next Century.
PUB DATE- 96
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Welfare; Program Administration; Program Development; Program Evaluation; *Program Improvement; *Social Agencies; *Strategic Planning
IDENTIFIERS- Service Delivery Assessment; *Service Quality

Based on the work of the National Council on Research in Child Welfare (NCRCW), this handbook is designed to help social service agency executives cope with changing times for child welfare agencies, strengthen traditional services to meet today's needs, and analyze and plan for the future. The manual aims to demystify quality improvement theory and to show, through practical, hands-on tools and exercises, how the process can be used to clarify and improve existing programs and services. The manual's sections cover preparing the organization, defining services, assessing the impact of services, and improving services. The manual's chapters are: (1) "The Changing World of Services for Children and Families: Reinventions for the 21st Century" (Seelig and Pecora); (2) "How Do We Propose To Help Children and Families?" (Savas); (3) "Closing the Gap: Does the Program Match the Blueprint?" (Davis and Savas); (4) "Implementing an Outcome-Oriented Approach to Case Planning and Service Improvement" (Traglia, Massinga, Pecora, and Paddock); (5) "How Do We Know We're Making a Difference?" (Kluger and Alexander); (6) "Quality Improvement in the Agency: What Does It Take?" (Zirps and Cassafer); (7) "How Can Planning Make It Happen?" (Cassafer); (8) "How Can Evaluation Help the Agency with Licensing, Funding, and Accreditation?" (Carman); (9) "How Can Integrated Information Systems (IIS) Be a Support?" (Benbenishty and Oyserman); and intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included, along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

ED 419 617 PS 026 538

Summer, Gail L.; Giovannini, Kathleen
Earth Science. Developing an Early Interest in Science: A Preschool Science Curriculum. (3-Year-Olds).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 97p.; For the curricullm guide for "4 year olds", see PS 026 539. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Experiential Learning; *Hands On Science; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides

This teaching guide on earth sciences for 3-year-old children is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The four sessions in this guide for 3-year-olds cover: (1) air moves things; (2) water has special characteristics; (3) there are many kinds of rocks; and (4) recycling keeps the environment clean. Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, materials are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

ED 419 618 PS 026 539

Summer, Gail L.; Giovannini, Kathleen
Earth Science. Developing an Early Interest in Science: A Preschool Science Curriculum. (4-Year-Olds).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 159p.; For the curriculum guide for "3 year-olds", see PS 026 538. The project was also supported by the Kate B. Reynolds

points are given only for the parents of high school students. The district-wide 24-question survey of residents shows areas of deep division related to the consolidation; eight graphs show agreement/disagreement in specific areas. Conclusions discuss the challenges to this artificially created community and offer suggestions for working toward positive community goals of trust, understanding, and increased school funding. The school performance survey and focus group questions are included. (SAS)

ED 419 634   RC 021 478

Howley, Craig B.
Distortions of Rural Student Achievement in the Era of Globalization.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Accountability; Citizen Participation; Criticism; Education Work Relationship; Elementary Secondary Education; Politics of Education; *Public Policy; *Role of Education; Rural Areas; *Rural Education; School Community Relationship; State School District Relationship
IDENTIFIERS- *Globalization; Stewardship

This essay critiques the way in which state accountability schemes reify aggregated achievement test scores and help undercut the meanings that inform properly rural sorts of education. The contemporary phenomenon of accountability is examined, along with its relation to the threatened meanings of rural life, the identity of the rural victims of accountability, and some rural-friendly alternatives. The critique links locally manifested subversions (the depredations of rural ways of being and knowing that lead to misuse of the land and rural communities) to cosmopolitan (macro-level) phenomena, including the structure of U.S. agriculture, the declining historical importance of the nation-state as a political entity, and the revised institution of citizenship under the regimen of globalization. The concluding discussion considers the requirements of accountability measures more appropriate to the rural circumstance. Elements of such measures include stewardship, the attitude of mutual care (possibly promoted by multiplying the number of public schools and decreasing their size), and critical accounts delivered to the public by internal and external forums. Four caveats point out a more stewardly use of tests. Contains 69 references. (Author/SV)

ED 419 635   RC 021 481

Potts, Anthony
Student University Learning Environments: An Australian Provincial Case Study.
PUB DATE- 98
NOTE- 43p.; Revised version of a paper presented at the Annual Conference of Working-Class Academics (2nd, Newburgh, NY, June 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Case Studies; *College

exercise leads to a discussion of the differences between actual and perceived risk, why people participate in outdoor activities, and the inaccurate perception of actual risks. Complicating the issue of accurately perceiving physical risks are sociological, psychological, and physiological factors that affect judgment and decision making in the field. These factors and their effects are discussed. If participants fail to perceive the risks in an activity, they are less likely to take adequate precautions. In addition, liability issues surround the "voluntary assumption of risk." Furthermore, if leaders or participants have an inaccurate perception of risk, they obviously cannot make-high quality decisions. "Common sense" is a learned skill, therefore it is not common among beginners. Educators and leaders should not rely upon common sense but should teach and employ "good sense." Teaching judgment, decision making, and good sense requires teaching an accurate perception of risks. Good judgment and decision making require that leaders be aware of, and adjust for, the ways beginners perceive risks differently from experienced participants and that they factor in the sociological, psychological, and physiological factors affecting judgment. Contains 15 references. (TD)

ED 419 653 RC 021 519

Shaughnessy, Lana; Everett, Sherry; Ranslow, Steve
Youth Risk Behavior Survey of High School Students Attending Bureau Funded Schools, 1997.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *American Indians; Drinking; Eating Habits; Exercise; Females; *High Risk Students; *High School Students; High Schools; Illegal Drug Use; Males; Marijuana; School Surveys; *Self Destructive Behavior; *Sexuality; Smoking; Student Behavior; Suicide; Tables (Data); Violence
IDENTIFIERS- Bureau of Indian Affairs Schools; *Risk Taking Behavior; Youth Risk Behavior Survey

In 1997, a second survey was conducted of all 9th through 12th graders enrolled in schools funded by the Bureau of Indian Affairs (BIA). As in 1994, the survey instrument used was the Youth Risk Behavior Survey, developed by the Centers for Disease Control. Surveys were completed by 5,606 students out of a total high school population of 7,780. The survey was conducted to assess risk behaviors engaged in by American Indian young people and to better focus prevention programs to address these identified behaviors. The risk behaviors assessed by the survey involved seat belt use, motorcycle and bicycle safety, drinking and driving, carrying a weapon, physical fighting, suicide, violence on school property, tobacco use, alcohol use, drug use, HIV education, sexual behaviors, dietary behaviors, physical activity, and age of initiation to various behaviors. Students surveyed in 1997 were more likely than 1994 respondents to report ever using marijuana, cocaine, or steroids; more likely to report ever trying to quit smoking; and less likely to report riding a motorcycle, using smokeless tobacco, being in a physical fight, participating in vigorous physical activity, thinking they are overweight, and considering or attempting suicide. Data tables detail results for total respondents; females; males; students in grades 9, 10, 11, and 12; and total respondents in 1994. (TD)

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Curriculum Enrichment; Earth Science; Environmental Education; *Geographic Concepts; *Geology; Instructional Materials; Interaction; Intermediate Grades; Learning Activities; Middle Schools; Petrology; *Physical Geography; Science Education; Secondary Education; Topography; Water Resources
IDENTIFIERS- Erosion; *Great Lakes; National Science Education Standards; Project 2061 (AAAS)

This activity book is part of a series designed to take a concept or idea from the existing school curriculum and develop it in the context of the Great Lakes using teaching approaches and materials appropriate for students in middle and high school. The subject of this book is land and water interactions. Students examine how the Great Lakes were formed, what unique features exist in the region as a result of land and water interactions, and how ongoing interactions shape the Lakes today. Activities are divided into several subjects: (1) Geography and Technology; (2) History of Land and Water Interactions; and (3) Land and Water Interactions Today. The activities are characterized by subject matter compatibility with existing curriculum topics. Several kinds of connections have been designed to assist teachers in finding the place where the new materials fit and also the justification for fitting them. The connections include a Framework of Seven Understandings developed by science teachers, science educators, and scientists to represent fundamental desired results of science education. Each activity in this book addresses a number of these Understandings and two or more Earth subsystems. Connections are also made to the National Science Education Standards and the Benchmarks for Science Literacy. (PVD)

ED 419 671 SE 061 375

Sheaffer, Amy L., Ed.
Great Lakes Environmental Issues. Earth Systems - Education Activities for Great Lakes Schools (ES-EAGLS).
PUB DATE- 97
NOTE- 180p.; For other documents in the series, see SE 061 374-378.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Curriculum Enrichment; *Ecology; *Environmental Education; Instructional Materials; Interaction; Intermediate Grades; Learning Activities; Middle Schools; Science Education; Scientific Literacy; Secondary Education; *Wastes; *Water Pollution; Water Resources
IDENTIFIERS- *Great Lakes; National Science Education Standards; Project 2061 (AAAS)

This activity book is part of a series designed to take a concept or idea from the existing school curriculum and develop it in the context of the Great Lakes using teaching approaches and materials appropriate for students in middle and high school. The subject of this book is environmental issues in the Great Lakes. Students learn about the relationships between population, resources and waste. Activities are divided into several subjects: (1) Resources and Reactions; (2) Great Lakes Water Quality (Toxins); (3) Watershed and Basin Issues; and (4) Oil Pollution. The activities are characterized by subject

ED 419 690 SE 061 408

Priestley, Holly; Priestley, William J.; Sutman, Frank X.; Schmuckler, Joseph S.; Hilosky, Alexandra; White, Michael
Evaluating the Use of the Inquiry Matrix.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Research; Classroom Techniques; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Higher Education; *Inquiry; *Inservice Teacher Education; *Science Instruction; Science Laboratories; *Testing Problems

The Modified-Revised Science Teacher's Behavior Inventory (MR-STBI) was used in earlier studies to analyze the teaching strategies emphasized in instruction in science classrooms. This analysis showed changes in teaching strategies that occurred as a result of science teachers' professional development through longer-term modeled, laboratory-driven instruction; group planning for such instruction; and mentoring by college-level faculty as teachers taught science back in their schools. As an outgrowth of these earlier studies, it became clear that the MR-STBI did not effectively address the extent of inquiry in pre- and post-treatment science instruction. A new instrument--the Inquiry Matrix--was developed and used to describe and analyze instruction in science classrooms. This paper presents a study being reported for the first time that includes data collected using both the MR-STBI and the Inquiry Matrix. MR-STBI data from three studies reported earlier are included for background reference. The videotaped science instruction from those studies was reexamined using the Inquiry Matrix. Results indicate that the Inquiry Matrix instrument was effective in defining and describing inquiry in terms of levels of inquiry of both modeled science instruction and classroom instruction. Eliminating certain non-academic strategies or behaviors from the MR-STBI results in teaching profiles that are significantly closer to the desired instruction. Contains 22 references. (Author/PVD)

ED 419 691 SE 061 411

Thiessen, Diane; Matthias, Margaret; Smith, Jacquelin
The Wonderful World of Mathematics: A Critically Annotated List of Children's Books in Mathematics. Second Edition.
PUB DATE- 98
NOTE- 367p.; Illustrated by Bill Firestone.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; *Educational Resources; Elementary Secondary Education; *Geometry; Integrated Activities; Interdisciplinary Approach; *Mathematics Education; *Measurement; *Number Concepts; Spatial Ability

Children's literature in mathematics has been a valuable tool for developing positive attitudes toward mathematics as well as for exploring mathematics. This book provides annotated bibliographies of children's literature books emphasizing of the seven articles on theoretical considerations, social constructivism, teachers' and pupils' beliefs, geometry teaching, development in physics teaching, constructivism in physics teaching and learning, and the idea of space in geography. The second part, "Research Projects," contains nine papers on the teaching of optics, student teachers' environmental awareness, changing pupils' beliefs, construction and assessment of conceptual and procedural knowledge, mathematics on the child's condition, real-time microcomputer-based laboratory tools, the comparison of teachers' conceptions, mental maps in geographical research and teaching, and teaching the force concept for engineering students. The third part, "Action Research at Schools," includes 12 short reports on the subjects of the teaching of chemistry, the teaching of physics, environmental project work, and the teaching of mathematics as well as two general reports on active working and motivational concepts. (Author/NB)

ED 419 711 SE 061 462

Pehkonen, Erkki, Ed.
Proceedings of the Nordic Conference on Mathematics Teaching (NORMA-94) Lahti 1994. Research Report 141.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculus; *Constructivism (Learning); *Educational Assessment; Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; *Geometry; Higher Education; Mathematics Education; *Mathematics Instruction; Microcomputers; *Problem Solving; Teacher Attitudes
IDENTIFIERS- *Nordic Countries

This report contains papers from the Nordic Conference on Mathematics Teaching (NORMA-94). The first three papers are plenary talks aimed at giving the participants an opportunity to form a coherent view of the new theories of learning. The themes of the paper sessions addressed a variety of topics on different levels from elementary school to university. There were also workshops in which the practical solutions of teaching were discussed in detail. Poster sessions gave other insights into teaching practice. Papers include: (1) "The Use of Concrete Material as a Means To Support the Learning of Mathematics" (Joop van Dormolen); (2) "Constructing Mathematics, Learning and Teaching" (Barbara Jaworski); (3) "Constructive Teaching in Mathematics" (Jarkko Leino); (4) "Control Activities at Problem Solving" (Andras Ambrus); (5) "Interactive Exercises as a Part of Mathematical Hypermedia" (Kostadin Antchev, Seppo Pohjolainen, and Jari Multisilta); (6) "Assessment in Mathematics from a Social Constructivist Viewpoint" (Ole Bjorkqvist); (7) "Responsibility for Own Learning in Mathematics" (Trygve Breiteig); (8) "A Comparison of School Leaving Math Exams" (Gard Brekke and Algirdas Zabulionis); (8) "The General Education of Children in Mathematics Lessons" (Gunter Graumann); (9) "Gender and Mathematics Education. Theory into Practice" (Barbro Grevholm); (10) "The Geometry behind the Cupola of the Cathedral of Florence" (Ivan Tafteberg Jakobsen); (11) "Theory into Practice of Teaching Mathematics" (Tunde Kantor); (12) "A Heuristic Alternative To Formalistic Teaching in School Geometry: Theoretical Scrutiny" (Tapio Keranto); (13) "DiffEqLab A MATLAB Based Package for Studying Ordinary Differential Equations" (Simo K. Kivela); (14) "Structural Teaching" (Ricardas Kudzma);

Mack, Jay; DeKock, Paul; Yount, Dave
Gateway: A Simulation of Immigration Issues in Past and Present America.
PUB DATE- 93
NOTE- 81p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Foreign Policy; *Immigrants; *Immigration; International Relations; Learning Strategies; Migrants; Migration Patterns; Secondary Education; Simulation; Social Studies; Teaching Guides; Teaching Methods; *United States History
IDENTIFIERS- *Ellis Island

This simulation allows students to experience how their ancestors felt when they decided to emigrate to this country. The basic activity is a core simulation in which students role-play either an immigrant or an immigration processor at Ellis Island in 1900. The amount of time available determines additional enhancement options offered in the packet. (Includes a student guide.) (EH)

ED 419 732 SO 028 764

Callis, Janette M.
Amigos: A Simulation of a Race through Latin America Developing Awareness of Its Lands, People, and History.
PUB DATE- 96
NOTE- 119p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; Foreign Countries; Latin American Culture; *Latin American History; Learning Strategies; Simulation; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- Central America; *Latin American Studies; Mexico; South America; West Indies

This simulation allows students to experience a race from El Paso, Texas to the tip of South America. The students travel through each of the Latin American countries learning as much as they can about each country and completing one report per group. Next, the teams present their report and projects, draw general information/history question cards and answer them correctly, and then draw FATE cards. Points are earned for successfully completing each task and determine their progress in the race. Approximately two weeks are spent doing the research, report, and projects. One week is spent on the presentations and one, the race itself. The simulation is divided into three phases or rounds: (1) Mexico and Central America; (2) West Indies; and (3) South America. Suggestions are presented on variations which can be made within the simulation. (Contains a student guide.) (EH)

ED 419 733 SO 028 765

(2) politics; (3) education; (4) the economy; (5) the environment; (6) the media; (7) religion; and (8) Chiapas. (EH)

ED 419 756 SO 028 871

Latzinger, Joel P.
Mexico in Transition. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 16p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; Higher Education; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; *Social Change; Undergraduate Study
IDENTIFIERS- *Mexico

This one semester course syllabus entitled, "The Integration of Mexico and the United States: Societies in Transition," is interdisciplinary and taught by the Departments of Geography, Management, Foreign Language/Spanish, and Sociology/Archaeology at the University of Wisconsin-LaCrosse Institute for Latin American Studies. The course focuses primarily on placing in context events and processes occurring in the United States and Mexico that are pressing social issues for both countries. The course addresses specific transitional processes and issues in both societies along with the responses to the social issues raised by the transitional processes. (EH)

ED 419 757 SO 028 872

Juarez, Pablo Hill
The Republic of Mexico and the United States of America: The Mexican-American War -- In Retrospect. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 43p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; Grade 10; High Schools; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; *Social Change; Social Studies
IDENTIFIERS- *Mexico; *United States

The unit is intended as part of a world cultures curriculum taught at the 10th grade level. The lessons include: (1) "Mexico in Brief"; (2) "The Mexican American War 1846-1848"; and (3) "History and Educational Status of Americans of Mexican Descent (Chicanos) in the Southwest." Additional resources and a 32-item bibliography accompany the unit. (EH)

ED 419 758 SO 028 873

suggested that teachers interacted more with friends than acquaintances about professional matters. Two-thirds of all professional relations involved friendships between teachers. Professional and close friendship cliques rarely overlapped in membership. Working with close friends in schools significantly influenced how teachers approached their work (e.g., reducing anxiety and facilitating mutual agreement), though it restricted and hindered the accomplishment of several important job-related tasks. The paper discusses the issue in terms of: improving the study of form in teachers' cultures; exploring the network properties of teachers' collegial relations; combining qualitative and social network data; paying systematic attention to the role of friendship in collegial interactions; and emphasizing the importance and functions of weak ties in teaching. (Contains 68 references.) (SM)

ED 419 780 SP 037 944

Banks, Janet Caudill
Creating and Assessing Performance-Based Curriculum Projects. A Teacher's Guide to Project-Based Learning and Performance Assessment. First Edition.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Inquiry; Multiple Intelligences; *Performance Based Assessment; *Student Evaluation; *Student Projects; Teachers; *Thinking Skills
IDENTIFIERS- *Authentic Assessment

This book is a guide to help teachers develop performance-based curriculum projects that include authentic assessments. Section 1, Project-Based (or Performance-Based) Learning and Performance Assessment, describes and gives a rationale for this type of learning and assessment and project-based classrooms. It also notes the role of teachers and discusses performance assessment and student outcomes. Section 2, Essential Learnings and Performance-Based Project Ideas, highlights essential learnings in each of the curriculum areas, covering grades K-8. It also presents performance-based project ideas related to curriculum areas, learning styles, and multiple intelligences. Section 3, the Inquiry Approach to Developing Higher-Level Thinking Skills, discusses how and why to use the inquiry approach when designing science and social studies projects with authentic performance assessment tasks, noting Bloom's Taxonomy of Cognitive Objectives. Section 4, the Components of Performance Assessment Tasks, lists the components considered when developing performance assessment tasks. Section 5, Directions for Designing Project-Based Performance Tasks, includes detailed instructions showing how teachers can plan, write, and assess project-based performance tasks. Section 6, Teacher's Guide and Worksheets for Planning, Writing and Assessing Project-Based Performance Tasks, includes teacher's guide pages for use with the worksheets while planning, writing, and assessing project-based performance tasks. (SM)

ED 419 781 SP 037 945

Winitzky, Nancy; Barlow, Linda

Teachers; Elementary Secondary Education; Foreign Countries; *Job Satisfaction; *Mental Health; *Physical Health; Secondary School Teachers; Tables (Data); *Teacher Attitudes; *Teacher Motivation
IDENTIFIERS- England; Teacher Commitment

This study of 543 English teachers and school executives examined teachers' occupational motivation, satisfaction, and health and tested a model of teacher satisfaction developed in Australia in a previous research phase. Teachers came from schools representative of all types of schools and all levels of socioeconomic status. Teachers completed a self-report questionnaire that asked about demographics, orientation to teaching, satisfaction/dissatisfaction with teaching, time devoted to teaching tasks, commitment/motivation, and general health. The questionnaire also had an open-ended question for making other comments about teaching. Data analysis indicated that the teachers were motivated by altruism, affiliation, and personal growth. They were most satisfied with core business aspects of teaching such as facilitating student learning and achievement, developing as a professional, and working with other staff. They were least satisfied with matters from systemic and societal levels such as the nature and pace of change and the status and image of teaching. Between these two domains lay factors specific to particular schools (school leadership and communication, school resources, and relationships with community). Teachers from different types of schools and those holding different promotion positions differed on some measures of satisfaction. Head teachers were no more satisfied than classroom teachers and were similarly stressed. (Contains 15 tables and 25 tables.) (SM)

ED 419 798 SP 037 962

McGregor, Kemly
Look Away: How a High School is Reflected in a Child.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Educational Environment; *High School Students; High Schools; Hispanic Americans; Minority Group Children; Parent Attitudes; *School Culture; Student Attitudes; Student Behavior; *Student School Relationship; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- Hispanic American Students; New York City Board of Education

This paper examines, through the eyes of Benjamin, a troubled Hispanic high school student in the Bronx, how the character of the school is reflected in the way that it flows around, or evades, its more troubled students. The paper discusses a relatively new school's attempt to understand itself and to define its point of intersection in the life of a child whose values are incompatible with its own. The study began by looking for the processes by which teachers, families, and students with different traditions, values, beliefs, and experiences gain a greater mutual understanding. Observations

PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; Item Banks; Item Response Theory; Mathematical Models; Measurement Techniques; *Probability; *School Districts; Tables (Data); Test Construction; *Testing Programs
IDENTIFIERS- *Rasch Model

This book shows the advantages of Rasch measurement (G. Rasch) for school district testing programs. The results of Rasch methods are contrasted with conventional statistics for assessing student responses to basic skills testing. Chapter 1 shows how the Rasch probability-based method produces measures that are more useful for students, parents, teachers, administrators, and researchers than the information produced by conventional population-based statistics. Chapter 2 discusses the technology for designing and maintaining a large bank of curriculum test items that facilitate a reliable and precise measure of a student's ability growth between fall and spring and from year-to-year. Chapter 3 presents a dozen research projects comparing conventional grade-level tests with Rasch calibrated levels-tests. Their findings support the use of the Rasch testing model. Chapter 4 offers a set of statistical comparisons of groups that can be useful to school district administrators. (Contains 12 tables, 22 figures, and 19 references.) (Author/SLD)

ED 419 816 TM 028 387

Bouchard, Ed; Wright, Ben; Protzel, Michael, Ed.
Kinesthetic Ventures Informed by the Work of F. M. Alexander, Stanislavski, Peirce, and Freud.
PUB DATE- 97
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biomechanics; *Communication (Thought Transfer); *Kinesthetic Perception; *Learning; *Sensory Experience; *Tables (Data); *Teaching Methods
IDENTIFIERS- Alexander (F Matthias); Freud (Sigmund); Pierce (Charles Sanders); Stanislavski (Konstantin)

This book is about education harvested from self-observation. F. Matthias Alexander (1869-1955) studied the experience of self formation, working with motor habits. His method is used in performing arts training to enhance bodily and vocal expression. Like Alexander, Konstantine Stanislavski (1863-1938) and Sigmund Freud (1856-1939) studied human consciousness and found that emotion, body, and mind are inextricably linked. Each in his own time discovered that learning not to interfere with innate processes can transform existence profoundly, and that interrupting habitual response is the key. To clarify the work of Alexander, Stanislavski, and Freud, this book applies the semiotic analysis of knowledge and action of Charles Sanders Pierce (1839-1914) to the study of indirect learning processes. Sensory experience, emotion, and thought are body learned and body perpetuated. Without awareness of body habits, people are without a vital link to understanding behavior, consciousness, and self. Awareness of the body together with a conscious not doing of habit is a means of regaining one's inherent poise, expanding freedom of choice, enriching expressiveness, and enhancing the enjoyment of life. Implications for educators are particularly evident in chapter

PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); *Clinical Experience; Higher Education; *Learning; Longitudinal Studies; Medical Education; *Medical Students
IDENTIFIERS- *Knowledge Acquisition; Knowledge Restructuring

The effects of experience with a series of similar cases on the knowledge restructuring and learning from text were studied in a longitudinal design. Two groups of fourth-year medical students were confronted with a series of cases, part of them having the same underlying disease. The cases were interspersed with fillers, and each set of cases had one filler from the other set. Students were asked to diagnose the cases and to try to learn as much as possible, and they were asked to learn as much as possible from a text. Case processing time showed that students who had worked in a series of similar cases needed less time for the same case than students who did not have that experience. Results show that one series of cases, those dealing with polycystic ovaries syndrome, was more intensively processed than the other series, and that those students showed more traces of knowledge construction, although it was not clear why. Prior processing of a series of cases led to better text recall of the part of the text that concerned these specific diseases, but did not affect reading time. Results do suggest that students learned case content from processing multiple cases, and that they integrated it into their prior knowledge. It is hypothesized that the theory on construction and integration of W. Kintsch explains these outcomes. (Contains 1 table, 4 figures, and 10 references.) (SLD)

ED 419 835 TM 028 410

Sarouphim, Ketty M.
Validity and Gender Issues in the Use of the DISCOVER Assessment for the Identification of Gifted Minorities.
PUB DATE- 98
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Chi Square; *Construct Validity; Elementary Education; *Elementary School Students; Foreign Countries; *Gifted; Identification; Mexican Americans; *Minority Groups; Performance Based Assessment; *Sex Differences; Test Use

The purpose of this study was to investigate certain aspects of the internal structure of the DISCOVER assessment checklist (C. Maker, A. Nielson, and J. Rogers, 1994) to assess its construct validity. Other purposes included assessing percentages of identified students and gender differences through the use of the assessment. The sample consisted of 368 Navajo Indian and Mexican American participants from kindergarten, fourth, fifth, and sixth grades. The results showed low and nonsignificant inter-rating correlations, indicating high discriminant validity of the checklist. R-squared analyses revealed low

Education. Their data indicate that overall the NYNSR founding schools serve a population of students quite similar to those of the non-NYNSR schools, although NYNSR schools serve higher percentages of Black and Hispanic students and students eligible for free lunch, and fewer Asian students than the school system as a whole. NYNSR schools served about 29,000 students in 1995-96. NYNSR schools serve an elementary school population that is somewhat lower in performance than the non-NYNSR school population. NYNSR students appear not to perform as well as their counterparts in the middle grades, although they are similar in reading achievement, and in high school the NYNSR schools serve more students at higher performance levels. NYNSR schools are not evenly distributed throughout the city, but are concentrated in Manhattan. Because the information on which the report is based comes from school-level data, it is not possible to examine the characteristics of different subgroups, although this will be an eventual aim of the project evaluation. Two appendixes provide information about data sources and a list of the NYNSR schools. (Contains 3 tables and 14 graphs.) (SLD)

ED 419 854   UD 032 327

Kryzan, Christopher; Walsh, Jeff
The !OutProud!/Oasis Internet Survey of Queer and Questioning Youth, August to October 1997.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Databases; Educational Environment; Educational Policy; Homophobia; *Homosexuality; *Internet; Questionnaires; *Research Methodology; School Safety; Statistical Bias; *Student Attitudes; Surveys

In 1997 an online survey of gay, lesbian, bisexual, and transgender youth was conducted. The survey, which was available only on the Internet, was promoted through magazines and the World Wide Web. It contained more than 150 questions and took about half an hour to complete. Although all people accessing the web site were allowed to complete the survey, only surveys from respondents under 25 years old were used in the study. The questionnaire was designed to explore many areas of interest in the lives of homosexual, bisexual, and transgender youth, and included sections on: (1) general background; (2) about being queer; (3) the Internet; (4) school policies; (5) school groups; (6) school life; (6) sexual activity; (7) sexual health; (8) the media; (9) harassment; (10) suicide; (11) religion and spirituality; (12) "who I am"; (13) relationships; (14) community; and (15) the future. The Internet survey method allowed for possible sources of error, including falsification, the bias caused by Internet access, and bias introduced by the length of the survey. Although two-thirds of those who started it did not complete the survey, 3,061 complete surveys form the database. Survey data is now available to qualified scholars researching issues surrounding queer youth, social service, and government agencies working to set policy and determine priorities, and to authors who wish to make their needs more well-known. Data are available in a variety of formats. The survey and a summary of responses for each item are presented. (SLD)

ED 419 855   UD 032 328

Meet the Needs of Latinos" (Julia Rosa Emslie, Juan A. Contreras, and Virginia R. Padilla); (15) "Aspects of Successful Programs for Unschooled Latino Immigrants/Recent Arrivals at the Secondary Level" (Nancy J. Lucas); (16) "Alternative Assessment for Latino Students" (Ann del Vecchio, Cyndee Gustke, and Judith Wilde); and (17) "Creating a Climate for Critical Systemic Assessment" (Christopher Nelson, Cecilia Navarrete, and Paul Martinez). Each chapter contains a summary and references. (Contains three figures.) (SLD)

ED 419 870   UD 032 345

Lipman, Pauline
Race, Class, and Power in School Restructuring. SUNY Series, Restructuring and School Change.
PUB DATE- 98
NOTE- 334p.; Foreword by Gloria Ladson-Billings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Case Studies; Educational Change; Ideology; Junior High School Students; *Junior High Schools; *Racial Differences; *School Restructuring; *Social Class; *Teacher Attitudes; Teaching Methods; Urban Schools; Urban Youth
IDENTIFIERS- African Americans

This book examines the ways in which teachers' ideologies or belief systems about African American students interfere with the goals and aims of school restructuring. By following the progress of school restructuring in two junior high schools in a southern city fictitiously called Riverton, it explores the intersection of the failure of schools to educate students of color and school restructuring. At one school, upper-middle class white parents wielded most of the power, while at the other, an entrenched view of African American students as inferior had great impact on restructuring. Field work began in Riverton in 1988 and continued through 1991. Observations in both schools, school system and school documents, and interviews with students, teachers, and administrators provided data. The first chapter introduces the study. Chapter 2, "The Education of African Americans and School Restructuring," presents explanations for school performance and educational experiences of students of color, and explores the role of cultural and educational change in transforming schools. In Chapter 3, the historical and social context of the study is set through a description of the city of Riverton. Chapter 4 introduces the case studies with a typology of teacher ideologies regarding African American students. Chapters 5 and 6 describe and analyze how the teachers interpreted the restructuring. Chapter 5 focuses on ninth-grade teams, and Chapter 6 examines restructuring school-wide. In Chapter 7, the activities of one seventh- and one eighth-grade focus team at one school are compared with the other. Chapter 8, discusses the ways school culture, competing ideologies, and the school's and principal's position in district hierarchy influenced restructuring. Chapter 9 describes three exemplary teachers, and the concluding chapter examines assumptions regarding change in relation to the two schools. An appendix describes study methodology. (Contains 2 tables and 213 references.) (SLD)

ED 419 871   UD 032 346

Wiping Out Disadvantages: The Programs and Services Needed To Supplement Regular Education for Poor School Children.
SPONS. AGENCY- Fund for New Jersey, East Orange.

NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Activities; *Cultural Awareness; Cultural Differences; *Ethnic Groups; Foreign Countries; *Holidays; Minority Groups; *Multicultural Education; *Religious Cultural Groups
IDENTIFIERS- *Celebrations

This is a resource guide for observing and celebrating special days according to the traditions of many cultures. It brings together the experience and activities of persons from many religions--Buddhism, Christianity, Hinduism, Judaism, Islam, and the Sikh religion--and draws on diverse backgrounds from many parts of the world. The context is that of the British school system, youth programs, or family use, although the material is readily adaptable for other areas, and the emphasis is on the elementary grades. The first section provides craft activities that can be used in various celebrations. Eight to ten specific celebration stories and activities are given for each of the four seasons. (Includes a list of 13 recommended readings.) (SLD)

ED 419 887 UD 032 364

Shively, Thomas E.
'Cuz We Were Proud: An Oasis in a Dangerous World (A Perspective on Values).
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Democracy; Educational Environment; Elementary Education; *Hispanic Americans; Instructional Leadership; *Participative Decision Making; Principals; Qualitative Research; *Safety; *School Community Relationship; Urban Problems; Urban Schools; Youth Clubs
IDENTIFIERS- California (Santa Ana)

This qualitative study looks at the Pio Pico experience, Santa Ana (California), which includes the Santa Ana Boys' and Girls' Club, Pio Pico Elementary School, and the surrounding community associations. In each setting, community members were asked about the necessities for work in the setting and about attributes they would like to see in the setting. Pio Pico Elementary School is at the center of this Hispanic American community. Observation of the school and an interview with the principal illustrated the democratic approach that honors the values of the community and respects the opinions of the students. An interview with a fifth grader showed the principal's respectful exploration of a student's concern. An interview with the Title I coordinator at the school and observation of the "Research Group," a club she moderates, show the social awareness of the staff and students as they researched the neighborhood problem of graffiti and proposed some solutions involving community involvement. Attendance at two community association meetings showed the concerns of the community members and the participation of the principal in the affairs of the community. An interview with the Executive

(Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Community Colleges; Educational Innovation; Mathematical Applications; *Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Problem Solving; Two Year Colleges

This document consists of the two issues of the "AMATYC Review" published during volume year 1997-1998. Designed as an avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education, and regularly presents book and software reviews, descriptions of classroom activities, instructor experiences, and math problems. The first of two issues of volume 19 includes the following major articles: "An Introduction to Computer Algebra" (Philip Mahler); "Dust Particles and Rain" (Carroll Brandy, Ricardo Torrejon, and Stewart Welsh); "Exploring Directional Derivatives on the TI-82/83 Calculator" (Thomas Shilgalis); "A Unique Isosceles Triangle" (Michael Scott McClendon); "The Distribution of Zeros of a Complex Polynomial" (Jay M. Jahangiri and Herb Silverman); "From Divisibility By 6 to the Euclidean Algorithm and the RSA Cryptographic Method" (John Cosgrave); and "Obstacles for College Algebra Students in Understanding Functions" (Marilyn P. Carlson). The second issue contains the following major articles: "Personal Financial Planning" (Martin Vern Bonsangue and Maijian Qian); "On Periodic Alignment" (Paul O'Meara); "On a Simple Exercise in Linear Algebra" (T.W. Leung); "A Note on f(x) f(n)(x)=0" (Russell Euler and Jawad Sadek); "A Construction of the Harmonic Sequence" (Dennis Gittinger); "Towards a New Precalculus" (Mako Haruta, Mark Turpin, and Ray McGivney); "Exploring Parametric Calculus and Elliptic Integrals with Real-World Data" (Christopher Brueningsen and Rebecca A. Stoudt); and "Why Use Radians in Calculus" (Carl E. Crockett, Lt. Col.). (YKH)

ED 419 562 JC 980 250

Smith, Shirley
Public Assistance Comprehensive Education (PACE).
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; Community Colleges; Educational Counseling; Job Skills; Job Training; Parent Counseling; Parenting Skills; Program Development; Program Evaluation; Program Implementation; School Holding Power; Student Welfare; Two Year Colleges; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *City University of New York Bronx Community Coll

The Public Assistance Comprehensive Education (PACE) Program at Bronx Community College provides programs and services to assist students on welfare to successfully overcome barriers they meet while becoming productive members of the workforce. Each semester, PACE will recruit 200 students from the COPE program and work intensively in addressing their career, education, and parenting, emphasizing support and vocational skills training, which may lead to self-sufficiency and an end to welfare dependency. This report provides objectives, activities, and evaluations of the PACE program, as well as its grant proposal and budget narrative. Primary objectives of the PACE program include (1) providing academic, career, and personal counseling; (2) increasing retention and completion subcontracting policy; (9) swimming pool policy; (10) infant care policy; (11) programs for children with disabilities; (12) sick child care programs; (13) reporting child abuse and neglect; (14) new or pending legislation; (15) requirements; (16) unannounced inspection policy; (17) staff qualifications; (18) staff training; (19) child immunization policy; (20) emergency medical consent policy; (21) national life safety fire code; (22) smoking policy; (23) transportation policy; (24) overnight care programs; (25) school age care programs; (26) subsidized programs; and (27) local contacts. (KB)

ED 419 581 PS 026 417

Leading Head Start Into the Future. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 128p.; For other Training Guides, see PS 026 418-420.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Leaders; Leadership; Leadership Training; Learning Activities; Learning Modules; Parent Workshops; Personnel Management; Preschool Education; *Preschool Teachers; *Professional Development; Teacher Workshops
IDENTIFIERS- Learning Communities; *Project Head Start

A commitment to enhancing and developing leadership skills contributes to positioning Head Start as a central community institution for low-income children and their families. This guide, comprised of three training modules, is intended to help Head Start leaders refine and expand their skills and knowledge through a variety of training activities. Module 1, "Understanding Leadership," helps participants understand the meaning of effective Head Start leadership, allows them to explore how personal and organizational values are related to effective leadership, and introduces the MOVER model of the leadership behaviors of mentoring, engaging in outreach, committing to a shared vision, empowering others, and acting as a role model. Module 2, "Influencing Organizational Culture," focuses on techniques that extend leadership behaviors throughout the organization and demonstrates the impact of these behaviors on the organizational culture. Module 3, "Positioning Head Start for the Future," encourages participants to recognize the role that the program plays in the community, helps them to develop skills and behaviors for building or strengthening partnerships, and allows participants to enhance their abilities to envision the future and to communicate their visions within the context of the MOVER behaviors. Each module includes outcomes that are based on the guide outcomes, key concepts, and background information. The leadership journal and professional development plan are intended to help participants reflect on their experiences and develop leadership action plans. The final section of the guide is an annotated list of 50 print, organizational, and electronic resources. (Author/KB)

ED 419 582 PS 026 418

Participating in the Management Process. Training Guides for the

(10) "Making It Happen: Strategies for Organizational Change" (Teather, Gerbino, and Pecora). Most sections contain appendices, and each chapter contains references. (EV)

ED 419 599 PS 026 497

Doerre, Yvonne A.; Mihaly, Lisa Klee
Home Sweet Home: Building Collaborations To Keep Families Together.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Child Welfare; Family Problems; *Family Programs; Family (Sociological Unit); Health Services; Homeless People; *Housing; Housing Needs; Human Services; *Welfare Recipients; Welfare Services
IDENTIFIERS- Department of Housing and Urban Development; Family Reunification; United States Housing Act 1937

Local child welfare and public housing agencies have the resources to collaborate in helping the growing number of American families for whom stable housing is beyond reach. This Child Welfare League of America manual offers suggestions for helping child welfare and housing agencies build strong collaborations to improve services for families in both systems. The manual demonstrates successful models for linking subsidized housing with supportive social services, suggests ways to bring health care providers into partnership with child welfare and housing, and describes methods of prioritizing federal housing subsidies for families identified by a child welfare agency. Following an introduction which describes the benefits of collaboration for family stability and agencies and outlines challenges to housing/child welfare collaboration, Part 1 of the manual describes resources available to help families and children stay together when housing problems threaten separation or delayed reunification, including the Section 8 Program and the Family Unification Program. This section also describes establishing Section 8 priorities for welfare families, evaluating the housing program, providing comprehensive family support, and innovative state and local efforts. Part 2 discusses the inclusion of health care services in the welfare/housing partnership and focuses on the Federally Qualified Health Center program. Twelve appendices include program contacts, sample forms used by highlighted programs, and preliminary data on needs and characteristics of families housing in the Family Unification Program. (Author/KB)

ED 419 600 PS 026 500

Children '98: America's Promise. 1998 Children's Legislative Agenda, Budget Updates & Issue Briefs.
PUB DATE- 98
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Budgeting; Child Abuse; Child Advocacy; Child Health; Child Neglect; Child Welfare; *Children; Crime Prevention; Day Care; Family Programs;

Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Experiential Learning; *Hands On Science; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides

This teaching guide on earth sciences for 4-year-olds is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The four sessions in this guide for 4-year-olds cover: (1) air takes up space; (2) water has special characteristics; (3) some rocks are fossils; and (4) it is important to keep natural resources clean. Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, materials are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included, along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

ED 419 619 PS 026 540

Summer, Gail L.; Giovannini, Kathleen
My Body. Developing an Early Interest in Science: A Preschool Science Curriculum. (3-Year-Olds).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 197p.; For the curriculum guide for "4 year-olds", see PS 026 541. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Experiential Learning; *Hands On Science; *Human Body; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides

This teaching guide on the body for 3-year-olds is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to

Students; *Educational Environment; Foreign Countries; Higher Education; Program Effectiveness; Rural Areas; Rural Education; Student Adjustment; *Student Attitudes; *Student College Relationship; *Student Experience; Student Needs
IDENTIFIERS- *Australia; La Trobe University (Australia)

Looking at rural Australia, this paper addresses the issue of providing adequate resources to create high quality and diversified higher education environments and the need for more data on the quality of rural student life. A review of the literature shows the underrepresentation of rural students in higher education; rural barriers to participation in higher education; and the nature of the student experience in U.K. and U.S. colleges. Researchers conclude that top quality institutions can be created through rigorous planning and creative action. A case study generated data on aspects of rural students' lives by addressing issues of childhood, schooling, enrollment, reference groups, prior learning, motivation, career plans, approaches to learning, formal and informal aspects of the university, significant others, university values, and student suggestions for improvements. Semi-structured and informal interviews explored these areas with five female students at La Trobe University in Australia. Most of this paper entails detailed interview responses. It is concluded that relatively high levels of student satisfaction may be achieved without massive levels of support, depending on individual perspectives, prior expectations, and socialization. Contains 49 references. (SAS)

ED 419 636 RC 021 494

Smith, Newton
Jesse Stuart: Education's Folk Hero.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Conference of the Appalachian Studies Association (Boone, NC, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Educational Experience; Educational History; *Educational Philosophy; Educational Principles; Elementary Secondary Education; Rural Education; Rural Schools; Social Responsibility; *Teacher Attitudes; Teacher Student Relationship; *Teaching Experience; *Values
IDENTIFIERS- Folk Heroes; Kentucky; *Stuart (Jesse)

Jesse Stuart, poet, novelist, lecturer, teacher, principal, superintendent, educational reformer, and farmer, approached education as a calling or sacred quest. In his books he portrays the teacher as a devoted liberator and nurturer, a hero rescuing children and their families from decline, illiteracy, or economic instability. Stuart's educational philosophy was created from the perspective of the mythic tradition, which demands heroes and an enchanted view of the world. In "The Thread That Runs So True," he elevates his experiences to mythic proportions; he creates an image of himself as a folk hero whose naivete and commitment allow him to undertake and overcome challenges no sophisticated person would attempt. The seriocomical role of folk hero allows him to speak with authority without having to codify his theories. He saw education as a momentous struggle against ignorance, politics, and weakness. He fought bitterly for educational reform against politicians, school boards, and educators who

ED 419 654 RC 021 520

Hill, Amie; Herman, Richard
The Interlocken Difference: Four Decades of Experiential Learning and Community Building Worldwide.
PUB DATE- 98
NOTE- 366p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adventure Education; Camping; Cultural Exchange; *Experiential Learning; Group Dynamics; Institutional Mission; *International Programs; Leadership; Organizations (Groups); Program Design; Program Development; *Resident Camp Programs; Student Empowerment; Student Experience; *Summer Programs; *Travel; Values; *Youth Programs
IDENTIFIERS- Expedition Education; Learning Communities; Sense of Community

Based on structured interviews with Interlocken students, staff, parents, and alumni, this book presents a historical account of the international coeducational camp, Interlocken, founded in 1961, and its practice and philosophy of experiential education. Section 1 explains the innovative summer-camp/youth-travel mission of Interlocken and its creative and international vision of community. Section 2 describes characteristics of the international summer camp: freedom of choice; adult and student leadership; sense of community; cross-cultural experiences; outdoor education activities; music, theater, and special events; imagination, creativity, and structure in an educational setting; risk, responsibility, and respect; and risk-taking as an educational mode. Section 3 outlines the evolution and aspects of the travel programs; the role of leaders, improvisation, and serendipity; the Magical Mystery Tours as learning structures and community service; documentation as an element of adventure travel; what makes trips good or bad; problem solving and discipline on the road; and cross-cultural experiences. Maintaining continuity in the organization and the camp's long-term influence are examined in Section 4. Section 5 looks at the dynamics of people as the key to a learning community. Section 6 uses specific examples to look at experiments, failures, and creative solutions: defining the problem; staff, administrative and student problems; and networking. Experiential education and its application at Interlocken are described in Section 7. Appendixes give the history of Interlocken, a brief explanation and overview of experiential education, and a discussion of Interlocken's values. Throughout the book, text is intertwined with extensive interviewee quotes. Contains a person index and photographs. (SAS)

ED 419 655 RC 021 523

Federal Technical Assistance User's Guide: A Guidebook for Assisting Region V Educators in Identifying Federal Educational Services and Resources Available in the State of Arkansas.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

matter compatibility with existing curriculum topics. Several kinds of connections have been designed to assist teachers in finding the place where the new materials fit and also the justification for fitting them. The connections include a Framework of Seven Understandings developed by science teachers, science educators, and scientists to represent fundamental desired results of science education. Each activity in this book addresses a number of these Understandings and two or more Earth subsystems. Connections are also made to the National Science Education Standards and the Benchmarks for Science Literacy. (PVD)

ED 419 672 SE 061 376

Fortner, Rosanne W., Ed.
Great Lakes Shipping. Earth Systems - Education Activities for Great Lakes Schools (ES-EAGLS).
PUB DATE- 97
NOTE- 93p.; For other documents in the series, see SE 061 374-378.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Curriculum Enrichment; Economics; Instructional Materials; Intermediate Grades; Learning Activities; Middle Schools; *Navigation; Science Education; Scientific Literacy; Secondary Education; Social Studies; *Transportation; *Water Resources
IDENTIFIERS- Canals; *Great Lakes; National Science Education Standards; Project 2061 (AAAS); *Shipping Industry; Ships

This activity book is part of a series designed to take a concept or idea from the existing school curriculum and develop it in the context of the Great Lakes using teaching approaches and materials appropriate for students in middle and high school. The theme of this book is Great Lakes shipping. Students learn about the connections between the United States and the rest of the world via shipping through the Great Lakes, economics of transportation, shipwrecks in the Great Lakes including the Edmund Fitzgerald, and early shipping activity within Ohio via canals. Activities are divided into several subjects: (1) Great Lakes Shipping; (2) World Connections; (3) Language; (4) Great Lakes Triangle; and (5) Canals. The activities are characterized by subject matter compatibility with existing curriculum topics. Several kinds of connections have been designed to assist teachers in finding the place where the new materials fit and also the justification for fitting them. The connections include a Framework of Seven Understandings developed by science teachers, science educators, and scientists to represent fundamental desired results of science education. Each activity in this book addresses a number of these Understandings and two or more Earth subsystems. Connections are also made to the National Science Education Standards and the Benchmarks for Science Literacy. (PVD)

ED 419 673 SE 061 377

Miller, Heidi, Ed.; Sheaffer, Amy L., Ed.
Great Lakes Climate and Water Movement. Earth Systems - Education Activities for Great Lakes Schools (ES-EAGLS).
PUB DATE- 96
NOTE- 97p.; For other documents in the series, see SE 061 374-378.
LANGUAGE- English

mathematics education. Each review describes the book's content and accuracy, its illustrations and their appropriateness, the author's writing style, and indicates whether activities for the reader are included. Chapters in this book include: (1) "Early Number Concepts"; (2) "Number-Extensions and Connections"; (3) "Measurement"; (4) "Geometry and Spatial Sense"; and (5) "Series and Other Resources". (ASK)

ED 419 692 SE 061 417

Population Education Accessions List. May-August 1997.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Environmental Education; *Family Planning; *Females; Foreign Countries; *Health Education; Higher Education; Information Sources; Instructional Materials; *Population Education; Population Growth; *Resource Materials; Sex Education; Socioeconomic Influences
IDENTIFIERS- *Asia; India

This annotated bibliography lists available resources that address many issues involved in population education. Entries are categorized into three parts. Part I, "Population Education," consists of titles on various aspects of population education arranged by country in the first section and by general materials in the second section. Part II, "Knowledge Base Information," contains titles that address the different multidisciplinary aspects of population education. These entries are grouped into sections of major multidisciplinary topics such as Education, Environment, Fertility and Family Planning, Health and Nutrition, Information and Communication, Population Policy and Trends, Socioeconomic Factors and Conditions, and Women. Part III, "Audiovisual Materials," includes titles of various audiovisual aids that address both knowledge base and population education. Each entry is given a running number and bibliographical references that include author, title, imprint, collation, subject and country key words, and classification number. A source code is also given which is the abbreviation of the name of the organization from which a particular title can be acquired. Part IV, "Appendices," contains lists of publishers and sources, subject and author indexes, and a geographical index. (PVD)

ED 419 693 SE 061 418

Butzow, Carol M.; Butzow, John W.
More Science through Children's Literature: An Integrated Approach.
PUB DATE- 98
NOTE- 245p.; Illustrated by Rhett E. Kennedy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Curriculum Development; Elementary Education; Elementary School Science; Hands on Science; *Inquiry; Instructional Innovation; *Interdisciplinary Approach; Learning Activities; Learning Strategies; Outdoor Education; Science Activities; *Science Education; Scientific Concepts

(15) "Mathematics Teachers' Beliefs and Conceptions of Mathematics Education" (Pekka Kupari); (16) "Learning and Teaching Geometry" (Frantisek Kurina); (17) "On Mathematical Education--Content, Meaning and Application" (Anna Lothman); (18) "Study on Affective Factors in Mathematics Learning" (Marja-Liisa Malmivuori); (19) "Teaching Geometry, A Constructivist Approach" (Hartwig Meissner); (20) "Five Fingers on One Hand and Ten on the Other: The Teacher as a Mediator in Interactive, Playful Teaching" (Dagmar Neuman); (21) "The 1994 Finnish Summer Math Camp and The Edutech Mathematics and Physics Enrichment Programme for Gifted High Schoolers 1993-1995" (Kullervo Nieminen and Robert Piche); (22) "On the Role of the Hypermedia in Mathematics Education" (Seppo Pohjolainen, Jari Multisilta, and Kostadin Antchev); (23) "Some New Geometrical Ideas in Teaching Mathematics" (Maido Rahula and Kaarin Riives); (24) "New Components for the Study and Evaluation of Mathematics" (Maarit Rossi); (25) "The Use of Computers in Mathematics" (Rui J.B. Soares); (26) "Calculus and General Secondary Education" (Vitaly. V. Tsuckerman); (27) "Factors for Change in Teachers' Conceptions about Mathematics" (Gunter Torner); (28) "Teaching of Measurements--Experiences from Primary Teacher Education" (Maija Ahtee and Hellevi Putkonen); (29) "The Use of Concrete Material as a Means To Support the Learning of Mathematics" (Joop van Dormolen); (30) "Symmetry in Primary School" (Gunter Graumann); (31) "Computer Based Geometric Ideas for Construction of Mathematics" (Lenni Haapasalo and Roland J.K. Stowasser); (32) "Hypermedia as Motivation Medium in Mathematics Learning" (Anna Loimulahti); (33) "Open Approach To Mathematics in Lower Secondary Level" (Erkki Pehkonen); (34) "Verbal Arithmetical Problems in Exercise Books Printed for Children" (Zbigniew Semadeni); (35) "Mathematical Activities for High School Students in Estonia" (Elts Abel); (36) "Economical Problems as the Contexts for Constructivist Approach To School Mathematics" (Juri Afanasjev); and (37) "Teaching Geometry in the Czech Republic" (Frantisek Kurina). (ASK)

ED 419 712   SE 061 465

Pehkonen, Erkki
Pupils' View of Mathematics: Initial Report for an International Comparison Project. Research Report 152.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Mathematics Education; *Student Attitudes
IDENTIFIERS- Finland

This report describes the theoretical background of an international comparison project on pupils' mathematical beliefs and outlines its realization. The first chapter briefly discusses problems with the underlying concepts of "belief" and "conception." The central concept, view of mathematics, is introduced in the second chapter. The meaning of beliefs for pupils' learning is also considered in detail and some research results presented. The third chapter addresses the issue of international comparison. The fourth chapter is devoted to the description of research design and plans for its realization. The last chapter provides an overview of the state of the research project, the pilot study in two stages, and the main

Kennedy, Charles L.; DeKock, Paul
Independence 2: A Simulation of the American Revolution, 1763-1776.
PUB DATE- 95
NOTE- 54p.; For other items in the "Interact" series, see SO 028 760-778. "Independence 2" is a revision of the simulation "Independence."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Cooperative Learning; Federalism; Learning Strategies; *Revolutionary War (United States); Secondary Education; Simulation; Social Studies; Teaching Guides; Teaching Methods; *United States History

This simulation allows students to experience colonial America during the days from the closing of the French and Indian War until the Declaration of Independence. It is designed to help students gain a knowledge of the historical period, an appreciation of the many cross-pressures that colonial citizens were subjected to, and a feeling for the total dimensions of revolution. Students are divided into three political groups - the loyalists, the patriots, and the neutralists. Students also represent different sections of the colonies and different areas. The play is conducted in three cycles with the group gaining political power through research and challenge projects, while dealing with the impacts of historical bulletins, pacts, and fate cards. The simulation climaxes on July 4, 1776, with the Second Continental Congress where students decide to declare their independence or not. (Contains a student guide.) (EH)

ED 419 734 SO 028 766

Roth, Peter
Maya: A Simulation of Mayan Civilization during the Seventh Century.
PUB DATE- 93
NOTE- 98p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; Cooperative Learning; Elementary Education; Foreign Countries; *Latin American Culture; *Latin American History; Learning Strategies; *Maya (People); Simulation; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Latin American Studies; *Mayan Civilization; Mexico

This simulation allows students to explore the lives of the great rulers of the Mayan culture. Students learn the mysterious history of the Maya by decoding glyphs, investigating the unusual religion of the Maya, unraveling the complex Mayan calendar, and discovering the Mayan number system's secret meanings. Specific cooperation skills are taught and practiced to foster collaborative skills. Students are divided into teams and provided with three types of goods they produce in order to trade and create comparative advantage. Daily meetings by the

Hartnett, Joyce
Mexico: A Transition to Democracy. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
PUB DATE- 96
NOTE- 39p.; Text on some pages is damaged by binding perforations. For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Art; *Artists; Cultural Awareness; Foreign Countries; Geography; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Secondary Education; *Social Change; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexico; *Rivera (Diego)

This interdisciplinary unit is designed for secondary level history students but can be adapted for other levels. The focus of the unit is on Diego Rivera's mural "Dream of a Sunday Afternoon in the Alameda." Students use the mural to examine three major phases of Mexican history and to provide a basis of research of Mexican history and politics. Contemporary Mexico is addressed using the history as a background for study. (EH)

ED 419 759 SO 028 874

Burriss, April Phelps
Mexico: A Transition toward Democratic Reform and Change into the 21st Century. Fulbright-Hays Summer Seminar Abroad 1996 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 30p.; For other Fulbright-Hays Summer Seminar Abroad 1996 reports, see SO 028 863-874. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; *Democracy; Foreign Countries; Geography; Higher Education; International Programs; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; *Social Change; Social Studies; Undergraduate Study
IDENTIFIERS- *Mexico

This paper presents a description and rationale for a proposed international study program for Hampton University (Virginia). The program seeks to develop further international summer exchange programs for the university students and to visit universities in Mexico and establish contacts for future study programs. Three other projects that have been developed as a result of the Fulbright experience in Mexico are outlined briefly. (EH)

ED 419 760 SO 028 881

The Arts and Education: Partners in Achieving Our National Education Goals.

Changing Teacher Candidates' Beliefs About Diversity.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Consciousness Raising; Cultural Awareness; *Diversity (Student); Elementary Education; Higher Education; Life Events; Multicultural Education; Preservice Teacher Education; Program Effectiveness; *Student Teacher Attitudes
IDENTIFIERS- University of Utah

This study investigated how preservice teacher education program experiences and student life experiences related to positive changes in teacher candidates' attitudes toward student diversity. Five preservice teachers at the University of Utah completed interviews during their final term in the program. Each 45-minute interview discussed candidates' views on teaching diverse learners both prior to and at the end of their professional education program, focusing on program and personal variables that might account for attitude change. Researchers coded participant comments into several categories. Results indicated that participants believed they had no understanding of teaching diverse students upon program entrance, but their attitudes shifted markedly by the end of the program. Most had made a firm commitment to several multicultural education practices. Shared personal characteristics of belief changers included: an openness to learning and to new ideas; proactive behavior to learn about diversity; high empathy for minority students; and significant caring about social justice. Changers tended to seek out experiences with diverse cultures. They believed that a multiculturalism class they completed helped raise their awareness about diversity. Several believed that the field component was important in their learning about diversity. (Contains 15 references.) (SM)

ED 419 782 SP 037 946

Dinham, Steve; Scott, Catherine
An International Comparative Study of Teacher Satisfaction, Motivation, and Health: Australia, England, and New Zealand.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Foreign Countries; International Studies; *Job Satisfaction; *Stress Variables; Tables (Data); *Teacher Attitudes; Teachers
IDENTIFIERS- Australia; England; New Zealand

This paper presents the findings of a three-way comparison of teachers and school administrators in Australia, England, and New Zealand. The Teacher 2000 Project examined teachers' feelings about and reactions to teaching. Researchers used a seven section, self-report questionnaire that included items on demographics, orientation to teaching, of and interviews with the student's parents, with teachers at the school, and with the student himself over the year and in various classes provided data for the study. The observations point out the significant mismatch between the student's own aims and those of the high school. Data from the observations showed that knowing the student was part of helping him to be successful, and the school was not a place where a student could hide and still succeed. The school recognized that blurring of the boundaries between the student's life inside and outside of school made for a more powerful form of schooling, though the student felt the effect was too powerful. The school is still searching for ways to bring in students like Benjamin who have behavior problems that jeopardize their success. (SM)

ED 419 799 SP 037 963

Pissalidis, Christina; Walker, Thomas; DuCette, Joseph; Degnan, James; Lutkus, Anthony

Observational Methods for Evaluating Changes in Student-Teaching as a Result of a Large Scale Teacher Intervention Program.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 98

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Learning; Educational Change; Educational Improvement; Elementary Secondary Education; Evaluation Methods; Higher Education; *Mathematics Education; Preservice Teacher Education; Program Development; Program Evaluation; *Science Education; Student Teacher Evaluation; Student Teachers; *Student Teaching; Videotape Recordings

IDENTIFIERS- Authentic Assessment; Community College of Philadelphia PA; Philadelphia School District PA; Temple University PA

The Philadelphia Collaborative for Excellence in Teaching Education (CETP) helps develop, implement, and evaluate a new model for science and mathematics K-12 teacher preparation. It involves collaboration of two colleges and a school district. One of the collaborative's main objectives is to redesign the content and pedagogy of core mathematics and science courses so they more effectively emphasize critical instructional strategies. This paper examines whether CETP teaching behaviors are visible in student teachers' actual teaching practices. Student teachers are videotaped at three points during their program. Researchers designed instruments to assess changes in student learning over time. This includes a Demographic and Classroom Observation Survey to provide background information and capture descriptive information about actual lessons and a Student Teacher Videotape Lesson Rating Form to measure whether student teachers exhibit specific behaviors consistent with CETP goals. A Student Teacher Comment form obtains information that cannot not be obtained from videotapes (e.g., lesson goals, lesson planning, and teacher expectations). The Views on Teaching Mathematics and Science Skills form collects student teachers' views on teaching strategies. During students' field experiences, cooperating teachers complete the Cooperating Teachers Evaluation form. The assessment plan was piloted during 1997 and 1998. The major outcome of the pilots was a

9, "Plowing Ahead," with its discussions of sensory expectation in learning and teaching and communication in teaching. (Contains 20 figures, 22 tables, and 176 references.) (SLD)

ED 419 817 TM 028 392

Mundfrom, Daniel J.; Whitcomb, Alan
Imputing Missing Values: The Effect on the Accuracy of Classification.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Heart Disorders; *Patients; Predictor Variables; Regression (Statistics)
IDENTIFIERS- *Accuracy; Hot Deck Procedures; Imputation; *Missing Data

Data from records of 99 patients were used to classify cardiac patients as to whether they were likely or unlikely to experience a subsequent morbid event after admission to a hospital. Both a linear discriminant function and a logistic regression equation were developed using a set of nine predictor variables that were chosen on the basis of their correlations with the likelihood of a subsequent morbid event. Once the models were obtained, artificially-generated missing values were replaced with imputed values using mean substitution, regression imputation, and hot-deck imputation techniques. The effect on the accuracy of the predictions using models with imputed values was determined by comparing the reclassifications using imputed data with the actual occurrence or nonoccurrence of a subsequent morbid event. Mean substitution and hot-deck imputation performed slightly better than regression imputation in this application regardless of whether or not the predictor variable whose values were being imputed was categorical or numerical. (Contains 2 tables and 18 references.) (Author/SLD)

ED 419 818 TM 028 393

Meyer, Lynne E.
Models for Primary Care Residency Program Evaluation.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Focus Groups; Graduate Medical Education; *Graduate Medical Students; Interviews; *Program Evaluation; *Qualitative Research; Surveys
IDENTIFIERS- Stakeholders

The purpose of this qualitative study was to develop a program evaluation template to be used for primary care residencies. Programs were reviewed by meta-evaluation, interviews, and a focus group. Interviews and focus groups were held with four primary care program directors, two medical educators, and one accreditation site surveyor. Survey components were the areas evaluated, evaluation beliefs, and seven specific evaluation percentages of variance explained, indicating low convergent validity. Items most frequently checked clustered around the underlying intelligence assessed. A pattern of more checks was found for higher ratings. Also, 22% of kindergarten, 27% of fourth- and fifth-grade, and 44% of sixth-grade participants were identified as gifted. Chi-square tests revealed no overall significant differences in the number of boys and girls identified as gifted. The results indicate sound qualities of the DISCOVER assessment and promote the use of performance-based assessments. An appendix contains checklist sample items. (Contains 8 tables and 38 references.) (SLD)

ED 419 836 TM 028 411

Gipps, Caroline; Clarke, Shirley; McCallum, Bet
The Role of Teachers in National Assessment in England.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Foreign Countries; *National Competency Tests; National Curriculum; Tables (Data); Teacher Attitudes; *Teacher Role; *Teachers; Test Use; Testing Problems
IDENTIFIERS- *England

This paper explores the role of teachers in national assessment in England. The Education Reform Act of 1988 introduced a national curriculum for ages 5 to 16 together with a national assessment program for students at ages 7, 11, 14, and 16. The national assessment program is a crucial accompaniment to the national curriculum as the vehicle through which standards are to be raised. There are two main assessment methods, external tests or assessment tasks and teachers' own informal assessments of pupils' attainment called Teacher Assessment. For this, teachers make an assessment of each student's level of attainment on the scale of levels in relation to the attainment targets of the core subjects. Despite official support for the role of teachers in making assessment, there has been limited support for teachers to undertake this. In this context, teachers were surveyed about teacher assessment. In 1996, 288 teachers completed questionnaires, and 77 were interviewed. In 1997, 212 questionnaires were returned from teachers, and 216 from headteachers, and interviews were conducted with a teacher and the headteacher from 20 schools. Both studies made it clear that teachers think assessment is an essential process that has a direct impact on students' learning and their teaching. However, teachers still find the mechanisms, such as record keeping or standardization, time consuming. The studies also indicate that teachers use a variety of approaches in making their Teacher Assessment judgments, and that the assessment process would benefit from additional training for more standard approaches. (Contains 4 tables and 20 references.) (SLD)

ED 419 837 TM 028 413

Carter, Candice C.; Mason, DeWayne A.
A Review of the Literature on the Cognitive Effects of Integrated Curriculum.
PUB DATE- 97

Wong, Kenneth K.; Sunderman, Gail L.
The Effect of Local Reform on Title I Schoolwide Programs in Philadelphia. Publication Series No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Case Studies; *Compensatory Education; *Educational Change; Elementary Education; Hispanic Americans; Inner City; *Political Influences; Program Implementation; *Urban Schools
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I; *Philadelphia School District PA; Reform Efforts

In 1995, the Philadelphia (Pennsylvania) school district began an initiative aimed at improving student achievement titled the Children Achieving initiative. This reform agenda introduced 10 components that included local decision making, development of standards, and increased professional development for staff. The Children Achieving agenda is likely to affect another ongoing effort to improve schools, the federal Title I schoolwide program. To examine the impact on the Title I implementation projects in the School District of Philadelphia, this study focused on four inner-city elementary schools, each of which represented a different "cluster." One school had a predominantly Hispanic American population, another had a significant Asian limited English proficient population, and the other two had largely African American enrollments. The study examined how the latest reform facilitated the integration of curriculum and instruction for Title I students, and how new policy initiatives provide the technical and professional support to help teachers use instructional strategies that benefit Title I students. Also studied was how the reform agenda facilitates policy coordination or widens organizational fragmentation at different levels of the school system. Case studies of the four schools show that the two school-reform strategies of Children Achieving, standardized and centralized policies and the development of structures for lateral communication, find substantial congruence with Title I schoolwide programs. Both reforms regard parent and community involvement, local decision making, early intervention through full day kindergarten, and support for professional development as integral components. It is not yet clear whether both programs are providing the increased learning time and content coverage that are central to improving academic achievement. (Contains 1 table and 18 references.) (SLD)

ED 419 856 UD 032 329

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert J.
Fostering Educational Resilience in Inner-City Schools. Publication Series No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Diversity (Student); Educational Research; Elementary Secondary Education; Family

PUB DATE- 96
NOTE- 40p.; "Prepared for the more than 300,000 Disadvantaged Children and Youth Attending the Public Schools of New Jersey."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Class Size; *Disadvantaged Youth; Educational Change; Elementary Secondary Education; *Equal Education; Needs Assessment; Nontraditional Education; Parent Participation; Program Development; State Legislation; *Supplementary Education; *Urban Schools; Urban Youth
IDENTIFIERS- Success for All Program

In "Abbott v. Burke" the New Jersey Supreme Court determined that the state constitutional guarantee to a thorough and efficient education must include a supplemental program designed to wipe out the deficits poor children bring with them to school. In this report, the Education Law Center draws on educational research to identify the programmatic elements needed to meet the needs of disadvantaged students. The supplemental program for the elementary level includes the following components: (1) full-day kindergarten and one level of preschool; (2) reduced class size below 15 students through third grade; (3) school-based youth and family services; (4) parent education and participation in school and classroom; (5) extended school day and year; (6) bilingual and/or English As a Second Language programs; and (7) a research-based instructional intervention such as "Success for All," designed for children with disadvantages. At the middle and high school levels, the supplemental program includes several of these interventions plus an alternative school program and a school-to-work or college transition program. The Abbott v. Burke decision limits the requirement for a supplemental program to those districts covered by the Court order, the identified special needs districts, but this report recommends that the supplemental program be available to students in any district where 20 or more disadvantaged students are enrolled in any grade. (SLD)

ED 419 872 UD 032 347

Eggert, Leona L.; Nicholas, Liela J.; Owen, Linda M.
Reconnecting Youth: A Peer Group Approach to Building Life Skills.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 95
NOTE- 613p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication (Thought Transfer); *Daily Living Skills; Decision Making; *Disadvantaged Youth; Dropout Prevention; Guides; *High Risk Students; High School Students; High Schools; *Interpersonal Competence; Peer Groups; Program Implementation; Self Esteem; Urban Schools; Urban Youth

The Reconnecting Youth (RY) program offers a carefully designed, research-validated model for building strength and competence in at-risk students, transforming risk into resilience. This manual was written to assist group leaders in implementing the RY program. The overall purpose of the program is to reach high-risk youth, who are on a potential drop out trajectory. The point of the program is to reach these youth before they drop out of school. While the intended recipients of the RY program are at high risk of school dropout, the content of this program would benefit most high school students. Most of the chapters

Director of the Santa Ana Boys' and Girls' Club illustrated the mutual respect of community leaders and the principal. One value that runs throughout the discussions of all community members in this study is that of safety, which is a major issue for the school and community. The value of participatory democracy and the importance of community voice are other lessons of the Pio Pico experience. In the school, the community associations, and the youth club, the responsibility of social action and community is recognized and serves as a basis for action. A record of field work is attached. (Contains 18 references.) (SLD)

ED 419 888 UD 032 365

Lawton, Stephen B., Ed.; Tanenzapt, Elaine, Ed.; Townsend, Richard G., Ed.
Education and Community: The Collaborative Solution. Proceedings of the International Conference Linking Research and Practice (Toronto, Ontario, Canada, March 3-5, 1994).
PUB DATE- 94
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cooperation; Educational Improvement; *Educational Policy; Elementary Secondary Education; Foreign Countries; Models; Program Descriptions; Program Effectiveness; Public Schools; School Based Management; *School Community Relationship; Tables (Data)
IDENTIFIERS- Canada; Stakeholders

These proceedings are divided into two sections that explore collaboration between schools and communities. In Part I, the first four papers, analytic frameworks are described that provide different perspectives on collaboration. In Part II, descriptions of concrete programs and advice for developing better school-community relations are offered. The following papers are included: (1) "Policy Options for Building School-Community Relations" (James G. Cibulka); (2) "Families and Schools Working Together in a Pluralistic Society" (Nancy Chavkin); (3) "Poverty and Education: Conceptions and Misconceptions" (Benjamin Levin); (4) "Students and Academics Look at School Improvement" (Richard G. Townsend and George Bedard); (5) "Reaching Education's Publics" (Norman Robinson); (6) "Stakeholder Attitudes towards Community Involvement in New Brunswick Schools: Implications for Collaborative Solutions" (R. M. McDonald); (7) "The Policy and Practice of Community Enrichment of Schools" (Hanne B. Mawhinney); (8) "The Collaborative School and the Empowered Community: A Total School-Based Management Model" (Adrian Guldemond); and (9) "Finding the Common Ground" (Gordon Cressy). An appendix contains the conference agenda. Each paper contains references. (Contains 3 figures and 25 tables.) (SLD)

ED 419 889 UD 032 366

Gremillion, Joan; Cody, Caroline B.
Understanding Teacher Relationships during a Mandated Reform.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

rates of PACE students; (3) providing supportive services; (4) assisting development of parenting skills; (5) assisting in the formation of realistic career and occupational goals; (6) developing entry-level skills in the job market; and (7) assisting PACE students in job placements. (YKH)

ED 419 563   JC 980 251

Iowa Community College Funding Formula Task Force Report: A Report to the Iowa General Assembly Regarding the Community College Funding Formula.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; Cost Effectiveness; Educational Attainment; *Educational Objectives; Educational Policy; *Institutional Mission; Standards; *State Aid; State Programs; State School District Relationship; *Task Analysis; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

This report summarizes the findings and recommendations of the Iowa Community College Funding Formula Task Force. The first section contains a list of guiding principles of state aid to the community colleges. These include: providing Iowa citizens with access to educational opportunities and services; having a balance of state aid, local property taxes, and tuition; providing for an equitable distribution of state aid; assuring predictability; supporting the uniqueness of individual colleges; being sensitive to the cost of instruction, the number of students enrolled, and unique student needs; accommodating new missions; incorporating the needs of the system, as well as the individual institutions; supporting state-mandated programs; and basing schools on a data collection and reporting system with uniform, audited data elements. The next section provides background information on Iowa's system of community colleges, focusing on its history, students, services, and finances. The funding study process and recommendations follow, as well as the fiscal year 1999 appropriations request. Funding issues and future actions are also addressed. Appendices include: funding sources; general fund refinements; programmatic and student enrollment reporting changes; 1997 education funding for Iowa students and inmates; average undergraduate tuition and fees; and average in-state tuition for public community colleges for 1995-96. (YKH)

ED 419 564   JC 980 252

Preston, David L.
LONESTAR, CCSEQ, Other Data, and Institutional Effectiveness at Brazosport College.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; *Community Colleges; Educational Assessment; Educational Finance; Institutional Evaluation; Institutional Mission; *Institutional Research; *Models;

Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 113p.; For other Training Guides, see PS 026 417-420.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Educational Quality; Fundamental Concepts; Learning Activities; Learning Modules; *Management Development; Personnel Management; *Preschool Education; *Professional Development; Teamwork; Values Clarification
IDENTIFIERS- *Project Head Start

Sound management principles can help ensure that early childhood programs provide sound services to children and families. This document contains three training modules detailing fundamental management concepts to help Head Start staff and parents provide quality services. Module 1, "What is Management?" helps participants recognize how they use basic management functions in their personal lives and in interactions with Head Start staff, parents, and children, and includes activities to assess management skills. Module 2, "Everyone Plays a Role," links the concept of shared values with the process of teamwork and a comprehensive team approach to service delivery to allow participants to identify their own values and determine their roles in achieving the program's mission. Module 3, "Quality Is a Priority," helps participants understand the importance of quality and demonstrates how quality depends on shared Head Start values and the team process. Each module includes outcomes, key concepts, and background information that support the learning outcomes. Also, each module contains an opening activity related to the preface scenario so participants can apply key concepts to Head Start. The modules can be used sequentially, and the trainer can select and customize topics to match program needs. Various training formats are used: workshop activities, coaching activities, individualized follow-up activities related to each module, and continuing professional development activities. The final section of the guide is an annotated list of 41 print, organizational, and electronic resources. (Author/KB)

ED 419 583 PS 026 419

Planning for Transitions. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 172p.; For other Training Guides, see PS 026 417-420.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmental Continuity; *Early Childhood Education; *Preschool Teachers; *Professional Development; School Readiness; *Transitional Programs; *Young Children
IDENTIFIERS- Early Head Start; Project Head Start

Successful early childhood program transitions involve the coordination and continuation of developmental and

*Federal Legislation; Health Insurance; Housing Needs; Juvenile Justice; Legal Problems; Position Papers; Poverty; Program Descriptions; *Public Policy; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- Child Welfare League of America; Day Care Quality; Family Support; Welfare Reform

This report of the Child Welfare League of America calls for a meaningful national strategy to protect and invest in children and their families. The report outlines and documents essential investments, and highlights the costs of deficits and disinvestments in children. Specific actions are proposed to improve the well-being of vulnerable children, improve child safety, promote child and family well-being, and enhance the child and family service systems. Following an introduction that describes areas of significant legislation in 1997 and outlines the legislative challenges for 1998, the report presents a discussion of the federal budget as it relates to programs for children and families, and a chart of funding for selected children's programs. The 1998 legislative agenda is proposed in seven areas: (1) protecting children from abuse and neglect; (2) protecting children and strengthening families with quality child day care; (3) preventing crime and ensuring justice for young people; (4) helping young people become productive adults and build healthy communities; (5) ensuring adequate and appropriate health care for every child; (6) ensuring economic protection for children; and (7) helping vulnerable families with children secure housing. The report's three appendices define key legislative terms, list Congressional committees, discuss the importance of voting, and outline steps to implement the children's legislative agenda. (KB)

ED 419 601 PS 026 501

Curtis, Patrick A.; Laitin, Anna
Child Welfare League of America 1997 Salary Study.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Child Caregivers; *Child Welfare; *Compensation (Remuneration); County Programs; Day Care Centers; Differences; Fringe Benefits; National Surveys; Nonprofit Organizations; Preschool Teachers; Private Agencies; Promotion (Occupational); Public Agencies; Racial Differences; Regional Characteristics; Researchers; *Salaries; Sex Differences; State Government; State Programs; Supervisors; Tables (Data); Trend Analysis; Urban Programs; *Wages; Welfare Agencies
IDENTIFIERS- Chief Executive Officers; Chief Financial Officers; *Child Welfare League of America

This report details a study of trends in the salaries of Chief Executive Officers (CEOs) and other personnel at member agencies of the Child Welfare League of America. Responding to the study's mail survey were 377 out of 780 member agencies (48 percent return) and 327 out of 640 direct service CWLA agencies (51 percent return), including state and local public agencies, voluntary agencies, and supporting advocates. The bulk of the report is comprised of tables and reports of findings. Most of the tables delineate salaries by agency type, with CEO salaries also delineated by CWLA membership region, selected states, agency income, educational level, gender, and race. Findings various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The six sessions in this guide for 3-year-olds cover: (1) "my body has many parts"; (2) "my body parts do many things"; (3) "my skeleton inside me"; (4) "my body parts inside me"; (5) "doctors help me when I'm sick"; and (6) "I can stay healthy." Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, materials are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and masters of patterns that may be needed for enrichment activities are included with the guide, along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

ED 419 620 PS 026 541

Summer, Gail L.; Giovannini, Kathleen
My Body. Developing an Early Interest in Science: A Preschool Science Curriculum. (4-Year-Olds).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 131p.; For the curriculum guides for "3 year olds", see PS 026 540. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Experiential Learning; *Hands On Science; *Human Body; Learning Activities; Learning Centers (Classroom); Preschool Children; *Preschool Curriculum; Preschool Education; Science Activities; *Science Curriculum; *Science Education; Scientific Concepts; Teaching Guides

This teaching guide on the body for 4-year-olds is based on a modification of the "Plan, Do, Review" approach to education devised by High Scope in Ypsilanti, Michigan. First implemented as an outreach early childhood program in North Carolina, the science activities described in this guide can be adapted to various early childhood environments. All activities described in the curriculum's sessions are hands-on and manipulative, based on the understanding that young children learn through doing. The six sessions in this guide for 4-year-olds cover: (1) "my inside body parts"; (2) "my heart beats and my blood vessels carry blood that my heart pumps"; (3) "my lungs breathe"; (4) "my body needs healthy foods"; (5) "my stomach digests"; and (6) "doctors help my body." Each session begins with group time and a story to introduce the science concept for that session. Children are then introduced to all the possible activities for the session. As the activities are explained, they are placed in learning centers around the room. Children then choose and complete activities in the centers, with adults "floating" from center to center engaging children in questions intended to enhance their understanding. Sessions are completed with a group review time. Resource kits or enrichment activities are included with each session, and looked out for their own interests. Stuart never formally stated his educational philosophy or explained its origins, but his writings show influences from Jean-Jacques Rousseau, Thomas Dewey, Thomas Jefferson, Thomas Carlyle, and John Ruskin. He deeply affected both the communities and educational systems in his region and in Kentucky. This paper cites examples of his work and philosophy from his writings, including: "The Thread That Runs So True"; "Beyond the Dark Hills"; "To Teach, To Love"; "Mr. Gallion's School"; "If I Were Seventeen Again and Other Essays"; "Cradle of Copperheads"; "God's Oddling: The Story of Mick Stuart, My Father"; and "The Year of My Rebirth." (SAS)

ED 419 637 RC 021 496

Napton, L. Kyle; Greathouse, Elizabeth A.
The Altaville Schoolhouse: Community and State Cooperation in Local Historical Resource Preservation. CDF Archaeological Reports, Number 19.
PUB DATE- 97
NOTE- 140p.; Approximately half of the document consists of photographs, figures, and reproductions of archive materials that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Archaeology; Community Cooperation; Educational History; Elementary Education; Local History; *One Teacher Schools; Preservation; Rural Schools; *School Buildings
IDENTIFIERS- Artifacts; California (Calaveras County); Historical Landmarks; *Historical Preservation

This report documents the archaeological investigations conducted at the former site of the Altaville Schoolhouse in Calaveras County, California. These investigations were carried out through the cooperative efforts of the California Department of Forestry and Fire Protection, the Calaveras County Historical Society, and the local community. The schoolhouse is the only one-room brick school building remaining in the Mother Lode area of California. It is California Historical Landmark Number 499, and in 1979 the schoolhouse was listed on the National Register of Historic Places. In 1996, the 330 artifacts excavated were examined, identified, and cataloged. The first part of this report narrates the history of the schoolhouse: its construction in 1858 through its closure in 1950; its protected state from 1950-81; its relocation and renovation; and its current condition. The second part of the report gives an overview of the structural, educational, and cultural specimens obtained by archaeological investigations at the original site. The major part of the document consists of: 29 historical photographs of the school; 16 figures of school artifacts; a 330-item catalog of artifacts; newspaper and magazine reprints; copies of relevant documents, correspondence, legislation, maps, and blueprints; and chapter 7 from "Calaveras, the Land of Skulls" (R. C. Wood) describing state and county schools and teachers in California, 1855-59. (Contains 33 references.) (SAS)

ED 419 638 RC 021 498

The Drug Threat to Teens in Our Rural Communities. Hearing before the Subcommittee on National Security, International Affairs, and Criminal Justice of the Committee on Government Reform and

(055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Delivery Systems; Educational Resources; Elementary Secondary Education; *Federal Programs; Human Resources; Organizations (Groups); *Professional Development; Professional Services; Strategic Planning; *Technical Assistance
IDENTIFIERS- Arkansas; *Service Providers; Technical Assistance Centers; *United States (Southeast)

The purpose of this guide is to provide educators in Region V (the Southeast) and in Arkansas in particular with a reference to the network of federally-funded technical assistance providers. It addresses questions about technical assistance: its primary functions, principles and service delivery strategies, circumstances appropriate to technical assistance, and service providers in Region V. Technical assistance is professional development (preservice and inservice experiences related to program development, implementation, and evaluation) and support for organizational restructuring or major program changes (small group assistance, group facilitation, materials, training manuals, networking). Principles of effective technical assistance include working with systems, helping clients identify problems and find solutions, valuing diversity and access, using what is known about adult learners, building capacity, translating policy into effective practice, using varied service delivery strategies, recognizing challenges associated with ongoing growth and change, and being cost effective. Circumstances that require technical assistance are listed. Questions related to choosing technical assistance providers are offered that involve audience and expectations, environmental analysis, planning, implementation, assessment, and institutionalization of change. A profile of technical assistance providers available to the state of Arkansas lists contact information, purpose, and description of services for the Comprehensive Regional Assistance Center, Regional Educational Laboratory, Desegregation Assistance Center, Regional Resource Center for Special Education, Regional Technology in Education Consortium, and Eisenhower Mathematics and Science Consortium. (SAS)

ED 419 656   RC 021 524

Office of Migrant Education: Program and Grant Information.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Distance Education; Elementary Secondary Education; Family Literacy; *Federal Aid; Federal Programs; *Grants; High School Equivalency Programs; Higher Education; *Migrant Education; *Migrant Programs; Preschool Education; Program Descriptions
IDENTIFIERS- *Even Start

This document describes programs available through the Office of Migrant Education for migratory children from preschool through grade 12 or up to age 22. The Migrant Education Program supports high-quality and comprehensive educational programs for migratory children to address disruptions in schooling. Funds, which are allocated to states on the basis of a formula, are used to ensure appropriate educational services and opportunity to meet state content and performance standards; to design programs to overcome academic, cultural, and language barriers, social isolation, health problems, and other factors that hinder academic achievement; to prepare children for a

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Climate; Cooperative Learning; Curriculum Enrichment; *Earth Science; *Hydrology; Instructional Materials; Interaction; Intermediate Grades; Learning Activities; Middle Schools; Science Education; *Scientific Concepts; Secondary Education; Water Resources; Weather
IDENTIFIERS- *Great Lakes; National Science Education Standards; Project 2061 (AAAS)

This activity book is part of a series designed to take a concept or idea from the existing school curriculum and develop it in the context of the Great Lakes using teaching approaches and materials appropriate for students in middle and high school. The theme of this book is Great Lakes climate and water movement. Students learn about land-sea breezes, storm surges, ice coverage, and the effect of stratification on water quality. Activities are divided into several subjects: (1) Water Movement; (2) Temperature and Climate; (3) Lake Levels and Storms; and (4) Seasons on the Great Lakes. The activities are characterized by subject matter compatibility with existing curriculum topics. Several kinds of connections have been designed to assist teachers in finding the place where the new materials fit and also the justification for fitting them. The connections include a Framework of Seven Understandings developed by science teachers, science educators, and scientists to represent fundamental desired results of science education. Each activity in this book addresses a number of these Understandings and two or more Earth subsystems. Connections are also made to the National Science Education Standards and the Benchmarks for Science Literacy. (PVD)

ED 419 674 SE 061 378

Sheaffer, Amy L., Ed.
Life in the Great Lakes. Earth Systems - Education Activities for Great Lakes Schools (ES-EAGLS).
PUB DATE- 97
NOTE- 133p.; For other documents in the series, see SE 061 374-377.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Cooperative Learning; Curriculum Enrichment; *Ecology; *Environmental Education; *Estuaries; Instructional Materials; Interaction; Intermediate Grades; Learning Activities; Middle Schools; Science Education; Scientific Literacy; Secondary Education; Water Resources
IDENTIFIERS- Fishes; *Great Lakes; National Science Education Standards; Project 2061 (AAAS)

This activity book is part of a series designed to take a concept or idea from the existing school curriculum and develop it in the context of the Great Lakes using teaching approaches and materials appropriate for students in middle and high school. The theme of this book is life in the Great Lakes. Students learn about shorebird adaptations, invader species, food webs, and biomass pyramids. Activities are divided into several subjects: (1) Organisms in the Lakes; (2) Ecological Relationships; and (3) Estuary Values and Changes. The

IDENTIFIERS- National Science Education Standards

This book offers ideas, activities, and resources to assist teachers in designing a curriculum to help elementary students reach a better understanding of science, its nature, and content. The integrated units are resources upon which to build interdisciplinary lessons. This book contains 21 chapters, each built around a work of fictional children's literature. The books selected have strong science themes that can become the basis of science activities as well as other activities in related areas such as social studies, humanities, arts and mathematics. The book is divided into three major areas: (1) "Life Sciences," which studies individual life-forms as well as the ecology of plants and animals; (2) "Earth and Space Sciences," which studies weather, soil and rocks, the planet Earth, the solar system, and the universe; and (3) "Physical Science and Technology," which looks at force, work, energy, sound, music, wind, and flight. Activities are hands-on in nature and also include crossword puzzles, math puzzles, suggestions for art projects, word searches, and outdoor activities. Authors of the children's books upon which these units are based include Robert McCloskey ("One Morning in Maine"), Judi Barrett ("Cloudy with a Chance of Meatballs"), Jan Brett (Berlioz the Bear), and Virginia Lee Burton ("Katy and the Big Snow"). (PVD)

ED 419 694 SE 061 421

Lebowitz, Stacy J.
Use of Vee Maps in a College Science Laboratory.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; *Concept Formation; Educational Strategies; Higher Education; Hydrology; *Knowledge Representation; *Learning Strategies; Problem Solving; Science Activities; Science Curriculum; *Scientific Methodology; *Student Evaluation
IDENTIFIERS- *Vee Mapping

Students (n=45) in an introductory course in hydrology used a Vee map to guide their laboratory investigation. The Vee mapping technique was utilized by groups of students working together during the investigation and was graded with a scoring rubric developed by the instructor. At the end of the investigation, students completed a survey evaluating their perceptions of using the Vee map approach over the traditional, direct laboratory approach. The results of this study suggest that Vee maps have the potential to stimulate more thinking and learning than is commonly experienced in the traditional laboratory format. (DDR)

ED 419 695 SE 061 422

Chen, Chung-Chih; Taylor, Peter Charles; Aldridge, Jill M.
Combining Quantitative and Qualitative Approaches in a Cross-National Study of Teacher Beliefs about Science.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).

study. The project is currently still in the first stage of the pilot study, i.e., the preliminary data has been gathered using a questionnaire from 10 countries including Australia, Estonia, Finland, Germany, Hungary, Italy, Norway, Russia, Sweden, and the United States with 200 pupils in each. Some preliminary results from the five country comparison are also discussed. Contains 77 references. (Author/NB)

ED 419 713 SE 061 469

Pehkonen, Erkki, Ed.
Current State of Research on Mathematical Beliefs III. Proceedings of the MAVI-3 Workshop (3rd, Helsinki, Finland, August 23-26, 1996). Research Report 170.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Mathematics Education; *Sex Differences; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Finland

This report contains papers given in the third workshop on the Current State of Research on Mathematical Beliefs. No plenary talks were given. The presentations were categorized into the subjects of pupil beliefs and teacher beliefs. The concept of belief in this workshop also refers to conceptions, views, and attitudes. Pupils' beliefs and their connections to mathematics learning were mainly addressed within the framework of comprehensive school where the central theme seemed to be the development of pupils' beliefs in school. The international comparison was also a topic of research. In the case of teachers' beliefs, the central field of interest was the development of student teachers' beliefs. Papers include: (1) "Investigation of Motivation in Hungary" (Andras Ambrus); (2) "Mathematics versus Computer Science: Teachers' Views on Teacher Roles and the Relations of Both Subjects" (Peter Berger); (3) "A Theoretical Framework for Teachers' Conceptions" (Fulvia Furinghetti); (4) "Beliefs of Pupils and First Year Students about Mathematics Education" (Gunter Graumann); (5) "Feminine Structures in Mathematical Beliefs and Performances" (Markku Hannula and Marja-Liisa Malmivuori); (6) "Research Project: Development of Pupils Mathematical Beliefs" (Markku Hannula, Marja-Liisa Malmivuori, and Erkki Pehkonen); (7) "Mathematical Beliefs of Eighth-Graders: What is Mathematics?" (Kirsti Hoskonen); (8) "Prospective Teachers' Math Views and Educational Memories" (Sinikka Lindgren); (9) "Causes of Being Bad in Mathematics as Seen by Pupils of the German Gymnasium" (Christoph Oster); (10) "Some Findings in the International Comparison of Pupils' Mathematical Views" (Erkki Pehkonen); (11) "Some Observations Concerning Pupils' Views on Mathematics Teaching in Finland and Tatarstan (Russia)" (Erkki Pehkonen and Ildar S. Safuanov); (12) "Changing Pre-Service Teachers Attitudes towards Mathematics" (George Philippou and Constantinos Christou); and (13) "Change in Mathematical Views of First Year University Students" (Gunter Torner and Iris Kalesse). (Author/ASK/NB)

ED 419 714 SE 061 471

Pehkonen, Erkki, Ed.
Use of Open-Ended Problems in Mathematics Classroom. Research Report 176.

teams assess the team achievement. The simulation concludes with a final grand ceremony based on the knowledge gained from the study of the culture. (Includes a student guide.) (EH)

ED 419 735 SO 028 767

Wolinski, Arelene
Ancient Egypt: Personal Perspectives.
PUB DATE- 95
NOTE- 93p.; The author teaches History 154 "The History of Ancient Egypt" at MDSA College, California.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; African History; Arabs; Foreign Countries; *Middle Eastern History; *Middle Eastern Studies; Non Western Civilization; Secondary Education; Social Studies; *World History
IDENTIFIERS- *Egypt

This teacher resource book provides information on ancient Egypt via short essays, photographs, maps, charts, and drawings. Egyptian social and religious life, including writing, art, architecture, and even the practice of mummification, is conveniently summarized for the teacher or other practitioner in a series of one to three page articles with occasional illustrations. (AA)

ED 419 736 SO 028 768

Wesley, John
Discovery 3: A Simulation of Early American Colonization.
PUB DATE- 97
NOTE- 66p.; For other items in the "Interact" series, see SO 028 760-778. This is the second revision of "Discovery," first published in 1976.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Cooperative Learning; Elementary Education; Learning Strategies; Simulation; *Social Studies; Teaching Guides; Teaching Methods; *United States History

This simulation allows students to experience the mystery of exploration and the hazards and perils of colonial life. Students are divided into 4- to 6-person colonizing groups. After acquiring some background information they then become colonists. They spend the remainder of the simulation making decisions, working, coping, surviving, and prospering in the New World. Students complete a series of assignments and tests to earn points for their group. The points are traded for supplies in the New World. Each day they select the work to be done, explore, trade, and defend their colony. (Includes a student guide.) (EH)

ED 419 737 SO 028 769

Wesley, John
Pioneers: A Simulation of Decision-Making on a Wagon Train.

PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; *Art Education; Directories; *Educational Improvement; Educational Quality; Elementary Secondary Education; School Community Relationship
IDENTIFIERS- *Goals 2000

This action guide reflects the discussions and recommendations of the Goals 2000 Education Action Planning Process. The booklet includes a summary checklist of critical actions that must be taken by those working at the national, state, and local levels to advance the arts in the Goals 2000 education improvement process. The sections of the booklet offer a brief statement of the national education goals, four reasons for the inclusion of the arts in education reform, a summary checklist of what must be done and how each individual has a responsibility to ensure that actions occur, a description of four critical factors necessary to achieve the voluntary implementation of the national goals, and a partial listing of national organizations participating in the Goals 2000 Arts Education Planning Process. (EH)

ED 419 761 SO 028 882

Eloquent Evidence: Arts at the Core of Learning.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement; *Art; *Art Education; Competence; Directories; *Educational Improvement; Educational Quality; Elementary Secondary Education; Improvement; Performance; School Community Relationship

This guide reflects on the relationships among learning, knowing, and the arts. The booklet examines the research related to cognitive learning and the arts, while making the case that the arts can help student learning in all aspects of life. Student engagement and persistence improve with an arts-based curriculum and high risk students are helped through the arts. The arts foster understanding of people as individuals and of other cultures as well. The arts are seen as a preparation for students in finding jobs. The booklet concludes with a listing of resources for educators and parents. (EH)

ED 419 762 SO 028 899

Clark, Gilbert; Zimmerman, Enid
Project ARTS: Programs for Ethnically Diverse, Economically Disadvantages, High Ability, Visual Arts Students in Rural Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 52p.; For a related item, see SO 028 905.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

satisfaction/dissatisfaction with teaching, time devoted to teaching tasks, commitment to teaching, and mental stress. There also was an open ended question for making comments about teaching. A total of 5,722 surveys were sent to elementary and secondary level public school teachers and administrators in Australia, England, and New Zealand. There were 892 Australian respondents, 543 English respondents, and 565 New Zealand respondents. Data analysis indicated that there was significant commonality in the sources and strength of teacher and administrator satisfaction and dissatisfaction, commitment and orientation to teaching, and mental stress (though there were some contextual differences between countries). Teachers from all three countries keenly felt: the influences of educational change; increased social, academic, and administrative responsibilities for schools; increased community criticism; and lower teacher status. Teachers and administrators also found their core business of facilitating student learning and their professional self-growth to be highly satisfying. (Contains 6 tables and 15 references.) (SM).

ED 419 783 SP 037 947

Richards, Janet C.; Gipe, Joan P.
Themes in Preservice Teachers' Cases: Rich Sources of Information for Literacy Teacher Educators.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Classroom Techniques; Elementary Education; Elementary School Teachers; Higher Education; Limited English Speaking; *Literacy Education; Preservice Teacher Education; *Preservice Teachers; Student Behavior; *Student Teacher Attitudes; Student Teachers; Teacher Student Relationship; Teaching Methods; Urban Schools

This study investigated common themes in preservice teachers' case writing, noting how the thematic content diversified since teacher educators first added case writing to the course agenda. The study examined contributing factors that influenced expansions in preservice teachers' case writing perspectives and theme variations in preservice teachers' cases related to the contextual conditions of their urban schools. Researchers examined 688 teaching cases written by 344 preservice teachers over 3 years. They collated the cases according to the two different teaching contexts in which the preservice teachers worked, placed the two groups of cases in chronological order, and read and reread the cases looking for emerging categories and patterns that would facilitate a coherent synthesis of the data. The narratives were coded according to prevailing themes. During the first year, all participants wrote about four main concerns in both of their narratives: classroom management/student discipline; student well-being; supporting students with diverse language needs; and guiding students' spelling development. During the second and third years, students' themes gradually expanded to 12 diverse concerns. Over the 3 years, the most persistent issues were: managing students; supporting the literacy learning of language variation speakers; and guiding students' spelling development. An appendix provides guidelines for writing teaching cases. (Contains 2 tables and 15 references.) (SM) refinement of the assessment model. During 1998 and 1999, the model will be further piloted and refined. Appendixes contain performance standards and the evaluation forms. (Contains 10 references.) (SM)

ED 419 800 SP 037 964

Hasslen, Robin; Green, Les
"Special Delivery": Case Studies in Alternative Teacher Licensure Programs for Students of Color.
PUB DATE- 98
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Case Studies; Elementary Secondary Education; Higher Education; *Minority Group Teachers; Minority Groups; Nontraditional Students; Preservice Teacher Education; Student Recruitment; Student Teacher Attitudes
IDENTIFIERS- Barriers to Participation; Saint Cloud State University MN

St. Cloud State University's Teacher of Color project provides alternate licensure for degreed individuals needing only to complete their teacher education core and subject area coursework. It offers minority students on- and off-campus programs, financial support, flexible hours, and a compressed program. Researchers examined participating students' lived experiences through case studies, investigating whether previous life experiences impacted their decisions to pursue teaching and to complete the program. The study also examined program policies and practices necessary for success and barriers to attaining licensure. Three minority students who were in on- and off-campus programs and had recently graduated became the case studies. They responded to open-ended interviews at several points in time, providing facts and opinions on programming and practices. In addition, 47 currently enrolled, off-campus students completed surveys. Most students were involved in the program because of the financial support and the compressed program structure. The compressed program was also a barrier because of its high demands. Lack of financial support was another barrier. Students' experiences suggested that both financial and social/emotional support were essential to success. The on-campus case study students spoke of the lack of peer support on campus as being a problem. The students' personal life experiences, both positive and negative, influenced their decisions to seek teaching licenses. (Contains 27 references.) (SM)

ED 419 801 SP 037 965

Goldstein, Lisa
Taking Caring Seriously: The Ethic of Care in Classroom Life.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

approaches. Emergent categories from interview and focus group content analysis were: (1) assessment/evaluation areas; (2) methodology; (3) stakeholders; (4) issues related to utility; (5) issues related to feasibility; (6) issues related to propriety; and (7) needs that influence evaluation model choices and examples. Some of the evaluation approaches were not used by the programs. A final program evaluation template was developed to facilitate residency program evaluation. This template is presented as a systematic guide to residency program evaluation. (Contains four tables and six references.) (Author/SLD)

ED 419 819 TM 028 394

Guerrera, Claudia P.; Lajoie, Susanne P.
Investigating Student Interactions within a Problem-Based Learning Environment in Biology.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Biology; Cooperation; Females; High Achievement; *High School Students; High Schools; *Interaction; Interpersonal Relationship; Low Achievement; *Participation; Problem Solving; *Verbal Communication
IDENTIFIERS- *Problem Based Learning

This aim of this study was to analyze the content of students' verbal interactions within a problem-based learning context in biology. This was achieved through the qualitative analysis of the verbal protocols of three groups of two clases of ninth-grade female students (average/high ability, high/high ability, and average/average ability). The three groups were audio and video taped as they worked collaboratively in the problem-based learning environment to solve a problem case created by another group of students. Data were transcribed and analyzed using the idea unit approach. Overall, these groups were successful at negotiating roles and materials to be used to help them solve the problem case. Members in all three groups alternated in terms of researching and obtaining information, reading materials, and note-taking. Few disagreements were found, and when they did occur, they were often quickly resolved. When the students were of equal academic ability, the division of power was shared, but in the average/high ability group, the higher ability student tended to dominate the conversation and assume a more authoritative role. The implications of these findings, particularly of the inequality in participation among students of differing academic abilities, for instruction are discussed. (Contains 2 tables and 12 references.) (SLD)

ED 419 820 TM 028 395

Rearick, Mary L.
Action Research: The School University Connection.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *Instructional Effectiveness; *Integrated Curriculum; *Research Methodology; Research Reports

This paper reviews empirical research on the effects of integrated curriculum. It begins by describing the rationale for integrated curriculum and categorizing the approaches found in the literature into four types: (1) intradisciplinary; (2) interdisciplinary; (3) infused; and (4) correlated. Then, focusing on kindergarten-grade 12 integrated curriculum research conducted between 1986 and 1996, the results of 13 studies are presented. Finally, the research methods used in these studies are examined, and recommendations are made for future research on integrated curriculum. Although researchers often assert that integrated curriculum creates positive effects, it is concluded that recent research comparing integrated and traditional curriculum shows no differences. (Contains 1 table and 70 references.) (Author/SLD)

ED 419 838 TM 028 414

Brookhart, Susan M.
Teaching about Grading and Communicating Assessment Results.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Course Content; *Educational Assessment; Elementary Secondary Education; *Grading; Higher Education; Psychometrics; Standards; Teacher Competencies; *Teacher Education; Teaching Methods; *Test Results
IDENTIFIERS- Standards for Teacher Competence (AFT NCME NEA); Teacher Competencies

This paper discusses appropriate measurement content and instructional strategies for courses in classroom assessment in the areas of grading and communicating assessment results. Classroom teachers need to understand a wider range of assessments than many textbooks cover, and an aspiring teacher's classroom assessment practices need to be developed in concert with the instructional repertoire and classroom management skills. Important skills about communicating assessment results support Standards 5 and 6 of the "Standards for Teacher Competence in Educational Assessment" (1990). First, classroom assessment must be taught to aspiring teachers in relation to both instruction and classroom management, not simply as a decontextualized application of measurement principles. In the second place, the measurement content for classroom assessment courses has different emphases from the measurement content for introductory psychometrics courses. Third, the content of classroom assessment courses can best be taught by a mixture of direct instruction in the concepts and application examples and scenarios for classroom practice, simulation and discussion. Classroom assessment contributes to

Relationship; *High Risk Students; Inner City; Peer Relationship; *Resilience (Personality); *Self Esteem; Teacher Expectations of Students; Teaching Methods; Urban Schools; *Urban Youth

This paper provides an overview of the research base on fostering educational resilience among children whose circumstances place them at risk of educational failure-- particularly in inner-city communities. The purpose of this paper is twofold: (1) to provide an overview of the research base on fostering educational resilience among children whose circumstances place them at risk of educational failure and (2) to describe educational practices that are resilience-promoting and their implications for student development and learning success. A previous research synthesis (M. Wang, G. Haertel, and H. Walberg, 1994) identified 7 characteristics of the learner and 22 characteristics of the home, classroom, and community contexts that influence student learning. The research base of studies on each of these context categories is discussed. Findings from a long-term program of research on resilience development at the National Center on Education in the Inner Cities, a program that encompasses a range of studies, show characteristics of resilient learners and characteristics of inner-city classrooms that promote educational resilience. Enabling conditions that result in high levels of student engagement include an orderly and safe campus, student-centered and highly responsive classroom learning environments with well-structured classroom management systems, site-specific and ongoing professional development, and parents with high educational aspirations for their children. Findings from a recent meta-analysis support inclusive practices for children with special needs. The restructuring of curriculum and service delivery, combined with the creation of inclusive, stable, supportive learning environments, and increased access to family, school, and community resources can promote the healthy development and learning success of students at risk of school failure. (Contains 1 table, 1 figure, and 35 references.) (SLD)

ED 419 857 UD 032 330

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert
What We Know about Coordinated School-Linked Services. Publication Series No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Case Studies; *Coordination; *Disadvantaged Youth; *Educational Change; Elementary Secondary Education; *Integrated Services; Program Evaluation; Tables (Data); *Urban Schools; Urban Youth
IDENTIFIERS- *School Based Services

No tool has promoted educational reform more completely than coordinated school-linked services. This paper integrates results of a cross-program analysis examining 6 coordinated school-linked service programs for widely implemented practices and results of a quantitative synthesis of 44 studies of the effects of school-linked programs on children's cognition, affect, and behavior. The 44 studies and the 6 cases were categorized into one of 6 programmatic areas. Most of the coordinated school-linked programs from the 44 studies targeted are devoted to detailed group session plans for implementing the program over a 5-month school semester. The introduction provides a synopsis of the structure, objectives, and key components of the program. The second chapter contains practical information on starting an RY group, focusing on the background and organizational framework of the program as well as the phases of group development and how group processes are integrated with skills training. "Getting Started: The First 10 Days" provides specific plans for each of the first 10 days in RY. A chapter is devoted to each of the four major units of the RY program: (1) "Self-Esteem Enhancement"; (2) "Decision Making"; (3) "Personal Control"; and (4) "Interpersonal Communication." Following these four chapters are additional chapters that focus on system-level interventions necessary to reconnect youth to the larger school network, to prevent suicide, and to evaluate the effectiveness of RY program implementation and outcomes. A separate section focuses on social, recreational, and school activities. Another section describes how to develop or enhance a school-based crisis response plan. A section concentrates on the necessary process and outcome evaluation tools to assess the effectiveness of RY. As an aid to the RY group leader, an index of all sessions is included. (Contains 18 references.) (SLD)

ED 419 873 UD 032 348

Bilyk-Glancy, Joanne; Caison, Shelia; Campbell, Melissa; Carlton, Chris; Dobbins, Mike; Menkhaus, Lisa; Nappi, Beth; Payne, Sue; Rankaitis, Peter; Sutton, Arthur; Wisted, Nancy
Best Practices in Prevention: A Curriculum on Alcohol, Tobacco and Other Drugs, and Violence. Grades 6 and 7. Violence Prevention Component. Project Oz.
SPONS. AGENCY- Illinois State Dept. of Alcoholism and Substance Abuse, Springfield.
PUB DATE- 96
NOTE- 246p.; For other curriculum components in this series, see UD 032 349-350.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; *Conflict Resolution; Coping; Cultural Awareness; Drug Education; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Juvenile Gangs; *Prevention; *Safety; Stereotypes; *Violence
IDENTIFIERS- Project Oz IL

Project Oz is a not-for-profit special services agency providing drug education and crisis intervention services. Project Oz curricula provide compact and well-researched information for teachers, supplemented by student learning activities that reinforce the lecture portions of the topic. These activities are grade-appropriate and incorporate visual, tactile, kinesthetic, and auditory learning styles. This curriculum is the violence prevention component for grades 6 and 7. It addresses both physical and verbal violence through seven areas: (1) "Coping with Anger" and anger management; (2) "Path to the Future--Goal Establishment," a discussion of goals and goal setting; (3) "Weapons Are Not the Answer," an examination of the negative effectiveness of weapon use; (4) "Self-Protection," a discussion of alternatives in dangerous situations and techniques for avoiding danger; (5) "Gangs," a discussion of the negative consequences of gang behavior; (6) "Appreciating Our Differences," activities and information to increase students' awareness of the negative effects of

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Compensatory Education; *Educational Change; Educational Planning; Elementary Education; *Participative Decision Making; *Peer Relationship; School Restructuring; Suburban Schools; *Teachers
IDENTIFIERS- Elementary Secondary Education Act Title I; Reform Efforts

This study explored the social world of one school, looked at the web of relationships, and documented the social interactions that occurred in the context of a mandated reform. The study was designed to describe and understand the relationships of teachers in one school as they planned and developed a school-wide strategy for change as required by the school's participation in the Title I program. Economic conditions were declining in this suburban district, and many students from multi-family housing, many of whom qualified for free lunch, were added to the school's attendance zone as a result of redistricting. Eight of the school's 30-member faculty did not participate in the study. Data were collected through observation of faculty planning meetings and individual and focus group interviews. Sociograms were created to describe some teacher interactions. Data revealed groupings of "we" and "they" among teachers. The "we's" were involved in decision making, but they perceived the "they's" to have the power. The existence of one group actually strengthened the other. This research shows the importance of bridge members of the faculty who serve to bring the two groups together sufficiently to accomplish the tasks of school reform. (Contains two figures.) (SLD)

ED 419 890 UD 032 367

How To Help Kids Be Sensible, Safe, and Secure. Six Parenting Skills Help Prevent Alcohol/Drug Use and Violence. Good News for Parents Who Worry about Their Kids. Special Report.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Rearing; Communication (Thought Transfer); *Conflict Resolution; *Discipline; Empowerment; Parent Child Relationship; Parent Education; *Parenting Skills; Prevention; *Safety

To help parents learn the six skills that help children avoid drug abuse and voilence, the Johnson Institute has also developed a video-based package titled "Parenting for Prevention: How To Help Kids Be Sensible, Safe, and Secure." This report draws on the Institute's research on violence by and against children and adolescents to present the six parenting skills. These common sense, well-tested skills, are: (1) "how to stop enabling and start empowering kids"; (2) "how to set limits for kids"; (3) "how to enforce consequences when kids violate limits"; (4) "communicating, and how to confront kids when they are doing wrong; how to encourage them when they are doing right"; (5) "how to teach kids to handle anger without violence"; and (6) "how to teach kids to resolve conflicts without violence." The steps to implement each skill are outlined. (SLD)

ED 419 891 UD 032 368

King, Kira S.

Performance Factors; Program Effectiveness; *Program Implementation; Research Methodology; School Community Relationship; *School Effectiveness; *Student Surveys; Two Year Colleges
IDENTIFIERS- Brazosport College TX; Longitudinal Student Tracking Reporting System; Performance Indicators

This paper describes the activities and thoughts that went into the development and implementation of Brazosport College's institutional effectiveness (IE) model. The Community College Student Experiences Questionnaire (CCSEQ) was used to collect data on student satisfaction, and to provide constructs to use as outcome indicators for evaluating the college's progression toward its goals. Using the CCSEQ data, the Longitudinal Evaluation, Student Tracking, and Reporting (LONESTAR) files, and data from other sources, processes, programs, and policies were examined for their effectiveness and suggestions made for improvement. Contains institutional effectiveness goals, the college programs matrix, and the Standard Students Perceptions Survey. (EMH)

ED 419 565 JC 980 256

Naumer, Jan, Ed.
Intercom: Newsletter of the Learning Resources Association of the California Community Colleges, 1997-1998.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Governing Councils; *College Libraries; *Community Colleges; Distance Education; Educational Technology; *Learning Resources Centers; *Newsletters; Two Year Colleges; World Wide Web
IDENTIFIERS- *Learning Resources Assn of the California Com Cols

The three issues of this newsletter provide information on the state of learning resources centers and libraries in California community colleges. The September 1997 issue reports on LRACCC's Learning Resources Conference and includes the conference program. It also provides the annual report for 1996-97, discussing the association's membership, publications, budget, national conference, elections, legislative activities, and board meetings. This issue includes newsbriefs from eight community colleges describing events and changes at the colleges, and an excerpt from the new LRACCC publication, Electronic Learning and Resource Centers, entitled "Books and Building Plans: Future Scanning." The February 1998 issue presents "Looking at CCC Library/LRC Web Pages," offering tips for successful Web pages, and examples of various community colleges' Web page designs. It also includes newsbriefs on five colleges. The May 1998 issue lists newly appointed LRACCC officers, including the newsletter editor. It also describes, and outlines floor plans, for the new Sacramento City College Learning Resources Center that opens in the fall. This issue contains distance education revisions passed by the Board of Governors in March, newsbriefs on eight colleges, and recent LRACCC publications. Each issue includes lists of members and corporate partners, a calendar of events, and announcements. (YKH)

ED 419 566 JC 980 257

Sussman, George D.

comprehensive services from birth through age eight. This guide is designed to facilitate the successful transition of children and their families into and out of Early Head Start and Head Start programs and assists in planning for daily transitions to home or child care settings. Section 1 of the guide, "Skill-Based Training," contains four Head Start staff training modules that liken transition planning to traveling on a railroad system. Module 1, "Getting on Track with Transition Planning," provides a framework for effective planning, with activities to set goals based on assessments of current practices, identify key partners, and create a team. Module 2, "Bringing Families on Board for Planning," allows staff to work as a team to improve outcomes for transitioning children and families, with activities to facilitate obtaining and sharing information to develop individualized transition plans. Module 3, "Making Connections with Other Programs," involves assessing and strengthening the relationships among sending and receiving programs. Module 4, "Accessing Services through Community Linkages," encourages staff and parents to identify services gaps, with activities to create an interagency planning team and develop strategies for gaining and sustaining the support of staff and parents. Each module contains workshop and coaching activities, outcomes, key concepts, background information, preparation notes, ideas for applying skills and resources, and handouts. Section 2 of the guide, "Informational Resources," includes summaries on transition planning, comprehensive services, and effective transition practices; program profiles describing promising practices; tools to help in organizing planning; and an annotated list of 24 resources. (Author/KB)

ED 419 584 PS 026 437

Grotberg, Edith H.
The International Resilience Project Findings from the Research and the Effectiveness of Interventions.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Convention of the International Council of Psychologists (54th, Banff, Canada, July 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Role; *Coping; Foreign Countries; *Parent Role; *Personality Development; *Personality Traits; Preadolescents; *Resilience (Personality); Self Esteem; Well Being; Young Children
IDENTIFIERS- International Resilience Project

This article discusses the nature of resilience in children, means to measure and verify it, and attempts to promote it through education; it also describes a study of parental, teacher and caregiver efforts to promote resilience in children. The International Resilience Project examined resilience factors children and their parents use in response to constructed situations of adversity and the developmental differences in acquiring this trait. In this study, 589 children ranging in age from under 3 years to 11 years old and their parents or caregivers responded to a sample situation involving a parent and child. Subjects were from 14 countries experiencing cultural change or war. While an insignificant number of children under age 3 responded, of the children in the other 2 age groups, younger children showed less resilience in their responses than older children. Evidence of resilience-indicated that CEOs of voluntary child welfare agencies had a median salary of $78,750, an increase of 5 percent from 1995. Almost half the full-time position categories in voluntary agencies had salary increases less than the inflation rate for 1995-96. Salaries for Supervisor and Residential Supervisor, unlike most other positions, have not kept pace with inflation over the past 16 years. All day care positions experienced increases less than inflation or decreases in median salary. CEOs of child welfare agencies did not earn as much as CEOs from other nonprofit organizations. Salaries were higher in the public than voluntary sector, with turnover highest among voluntary service providers. Salaries were lowest in the southern region of the country. Positions lost due to agency budget cuts were low and were offset by staffing increases. The fringe benefit cost in public agencies was higher than in voluntary agencies. (KB)

ED 419 602 PS 026 505

McMahon, Rebecca; Moore, Alicia L.
In Black and White: Fostering Cultural Awareness with African-American Children's Literature.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual International Study Conference and Exhibition of the Association for Childhood Education International (Tampa, FL, April 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; Black History; *Black Literature; Blacks; *Childrens Literature; *Cultural Awareness; *Early Childhood Education; Elementary School Curriculum; Lesson Plans; Preschool Curriculum
IDENTIFIERS- African Americans

High quality African American literature exposes young children to accurate and realistic images of Black people and can be used to enhance any early childhood education program. This bibliography annotates over 40 examples of African-American children's literature for use with young children. The selections are a combination of poetry and fiction covering a wide range of topics, emphasizing strong family relationships. A sample lesson is provided to illustrate how such books can be extended to provide meaningful activities throughout the curriculum. (JPB)

ED 419 603 PS 026 507

Dubble, Sharon L.
Evolving People/Evolving Schools.
PUB DATE- 98
NOTE- 9p.; Paper presented at the North American Montessori Teachers' Association Conference (Phoenix, AZ, January 22-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Educational Philosophy; *Educational Planning; *Faculty Development; *Montessori Method; *Preschool Teachers; *Professional Development; Teacher Education
IDENTIFIERS- Montessori (Maria)

masters of patterns that may be needed for enrichment activities are included along with lists of suggested books, fingerplays, and songs that infuse science concepts throughout children's day. (EV)

ED 419 621 PS 026 550

Karoly, Lynn A.; Greenwood, Peter W.; Everingham, Susan S.; Hoube, Jill; Kilburn, M. Rebecca; Rydell, C. Peter; Sanders, Matthew; Chiesa, James
Investing in Our Children: What We Know and Don't Know about the Costs and Benefits of Early Childhood Interventions.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Child Health; *Cost Effectiveness; *Early Intervention; *Economic Factors; Educational Attainment; Outcomes of Education; *Preschool Education; Program Effectiveness; Research Needs; Well Being; *Young Children
IDENTIFIERS- Perry Preschool Project

This study quantified the benefits to children and parents participating in nine early intervention programs and conducted a cost-benefit analysis of the Perry Preschool and the Elmira Prenatal/Early Infancy Project (PEIP). The findings indicated that early intervention programs led to the following advantages for program participants relative to those in the control groups: (1) gains in child emotional or cognitive development or improved parent-child relationships; (2) improvements in educational process and child outcomes; (3) increased economic self-sufficiency, initially for parents and later for children; (4) reduced criminal activity; and (5) improvements in health-related indicators. Savings to government programs were much higher than the costs for the Perry Preschool; this was also true for the higher-risk families of the PEIP. For lower-risk participants of the PEIP, however, government savings were not enough to offset program costs. (Two appendices detail the benefit cost analysis. Contains 159 references.) (KB)

ED 419 622 PS 026 566

Rowe, David C.
The Limits of Family Influence: Genes, Experience, and Behavior.
PUB DATE- 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; Children; *Context Effect; Environmental Influences; Family Environment; *Family Influence; *Genetics; *Individual Development; Intelligence; *Nature Nurture Controversy; Personality Development; *Socialization
IDENTIFIERS- *Behavior Genetics

This book examines socialization science, which is the empirical effort to understand how children acquire traits from their families and cultures. This work proposes that one part of the family influence process--broad differences in family

Oversight, House of Representatives, One Hundred Fifth Congress, First Session (DeKalb, IL, July 7, 1997).
PUB DATE- 98
NOTE- 94p.; Contains photographs and several pages of light or broken type that will not reproduce adequately. Serial No. 105-74.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Change Strategies; College Students; Community Action; Crime; *Drug Abuse; Government Role; Hearings; High School Students; High Schools; *Illegal Drug Use; Juvenile Gangs; *Prevention; Rural Areas; *Rural Youth; School Role; Youth Problems
IDENTIFIERS- Congress 105th

A House subcommittee hearing held in DeKalb, Illinois, received testimony on drug abuse problems among young people in small towns and rural areas. Personal experiences of drugs and their effects on young people were described in statements from the mother of a victim of drug-related violence, a former drug dealer, a former drug user and gang member, and a teenager who had never used drugs. Representatives of substance abuse prevention programs, law enforcement, and criminal justice agencies discussed federal, state, and community responsibilities regarding drug abuse prevention; the need to change societal norms related to drugs, alcohol, and violence; goals and activities of the DeKalb County Partnership for a Substance Abuse Free Environment; the increased potency of drugs in the past decade; efforts to deter the international drug trade; prevention strategies in DeKalb schools; health promotion strategies related to substance abuse prevention at colleges; drug use in rural DeKalb County and its relationship to crime; the need to disseminate successful prevention strategies; the effectiveness of community-wide cooperation; and the importance of parents acting as positive role models. A local citizen cited the many failures of the 40-year "war on drugs" and suggested some potential benefits of legalization. (SV)

ED 419 639 RC 021 500

Sherman, Lee, Ed.; Kneidek, Tony, Ed.
Northwest Education, Volume 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 177p.; Contains photographs and a few colored pages that may not reproduce adequately. For descriptions of individual articles, see RC 512 507-520, RC 512 583-586, and RC 512 619-623. For volumes 1-2, see ED 417 878.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Practices; Educational Strategies; Educational Trends; Elementary Secondary Education; Family School Relationship; *Gifted; *Nontraditional Education; *Parent Participation; Professional Development; Special Education
IDENTIFIERS- *United States (Northwest)

Volume 3 of "Northwest Education" contains four issues. Each issue has a theme title and typically consists of an opening review article on current trends and research related to the theme, followed by articles on exemplary schools or programs in the Northwest, promising practices, outstanding teachers, or suggestions for program implementation or staff development.

successful postsecondary education or employment transition; and to ensure that migratory children benefit from state and local systemic reforms. The High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) are briefly described. The basic state formula grant process is explained. Twelve Even Start Project summaries are included from Kansas, Kentucky, Montana, Michigan, North Carolina, New Mexico, New York, Oregon, Pennsylvania, and Texas. Winners of migrant education technology grants are discussed, with telephone and fax contact information for the six grantees. The final section describes the following migrant programs: Migrant Education Consortium for Higher Achievement (MECHA) and its lead partners in the Dade County Public School System and Barry University (Florida); Project ESTRELLA (Encourage Students Through Technology to Reach High Expectations in Learning, Lifeskills, and Achievement) in Illinois, Montana, New York, and Texas; Project Synergy in Florida, Michigan, Puerto Rico, and Texas; Oregon's statewide Telesecundaria program linked to Mexico; Kentucky's pilot community distance-learning project; and Florida's Anchor School Project, in cooperation with North and South Carolina. Contact lists of HEP project coordinators in 14 states and CAMP coordinators in 5 states are appended. (SAS)

ED 419 657 RC 021 530

Directory of Florida Contacts for Florida Homebased Migrant Students, 1997-98.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Records; *Counties; Elementary Secondary Education; Information Sources; *Interschool Communication; Interstate Programs; *Migrant Education; Migrant Programs; *School Districts; State Agencies
IDENTIFIERS- *Florida

This directory aims to help educators throughout the country coordinate services for migrant students from Florida enrolled in another state. The state of Florida has made a commitment to assist receiving state programs by sharing pertinent academic information on migrant students. This directory provides help in locating the appropriate contact person; the Florida Migrant Interstate Program is the back-up when all else fails. The directory contains the following: an index of Florida counties; an alphabetical list of Florida cities that indicates each city's county; personnel and contact information for state agencies; and a list of counties and school districts in each of Florida's five regions with contact information for sending and receiving academic information on migrant students. Counties that will accept credits for the Florida semi-independent study courses are indicated. A map of Florida regions and their counties is included. (SAS)

ED 419 658 RC 021 531

National Migrant Education Summer School Directory: 1997.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

activities are characterized by subject matter compatibility with existing curriculum topics. Several kinds of connections have been designed to assist teachers in finding the place where the new materials fit and also the justification for fitting them. The connections include a Framework of Seven Understandings developed by science teachers, science educators, and scientists to represent fundamental desired results of science education. Each activity in this book addresses a number of these Understandings and two or more Earth subsystems. Connections are also made to the National Science Education Standards and the Benchmarks for Science Literacy. (PVD)

ED 419 675 SE 061 384

Ogunsola-Bandele, Mercy F.; Oyedokun, Comfort A.
The Effect of a Conceptual Change Teaching Strategy (Model) on Students Attitude towards the Learning of Some Biology Concepts.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Cognitive Processes; *Concept Formation; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Learning Strategies; *Misconceptions; Problem Solving; *Science Education; Student Attitudes
IDENTIFIERS- *Conceptual Change

This study examined the effectiveness of a conceptual change teaching strategy over the traditional method on high school students' (N=152) attitudes towards learning biology. The study employed a two-group experimental control design. The experimental group was taught using a conceptual change teaching strategy. A 21-item instrument that is validated and based on a three-point scale was administered to the students. Analysis of the students' post-instructional attitude towards the strategy suggests that there is a significant difference in the attitude of students in the two classes after the treatment. The U-test value of the groups was significant and led to the rejection of the only hypothesis. Contains 24 references. (Author/DDR)

ED 419 676 SE 061 385

Zembylas, Michalinos
Epistemological and Affective Dimensions of Elementary Science Teachers' Work.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Epistemology; Metacognition; Philosophy; Professional Development; Reflective Teaching; *Science Instruction; *Science Teachers; Scientific Methodology; *Teacher Attitudes; *Theory Practice Relationship

This study explores the nature and meaning of various epistemological and affective issues that shape elementary

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Classroom Environment; *Constructivism (Learning); *Curriculum Development; Educational Change; Epistemology; Foreign Countries; International Studies; Learning Strategies; *Relevance (Education); Science Curriculum; *Science Education; Science Teachers; Secondary Education; *Teacher Attitudes
IDENTIFIERS- Australia; Nature of Science; Taiwan

This paper reports on the latest outcomes of an ongoing cross national research project that examines the relationship between teachers' beliefs about the nature of science and the classroom learning environment from a reform-oriented constructivist perspective in junior high school science classrooms in Australia and Taiwan. The focus is on an innovative Australian science teacher who developed a pedagogy relatively free from the traditional science curriculum imperatives. The significance of this case study lies in what it can tell about how teachers who have relatively postmodern beliefs about the nature of science might go about creating classroom environments in which students' own life interests are a central focus of their learning activities. Such learning environments are of interest to those who are concerned with constructivist pedagogical reform that builds on students' extant perspectives, interests, and goals towards learning and themselves. Contains 19 references. (DDR)

ED 419 696 SE 061 423

Adelman, Clifford
Women and Men of the Engineering Path: A Model for Analyses of Undergraduate Careers.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Career Awareness; Career Education; College Curriculum; *Educational Experience; *Engineering; *Engineering Education; High Schools; Higher Education; *Majors (Students); *Undergraduate Study

This monograph provides college academic administrators, institutional researchers, professional and learned societies, and academic advisors with information to improve understanding of the paths students take through engineering programs in higher education. The evidence used in this study comes principally from the 11-year college transcript history (1982-1993) of the High School & Beyond/Sophomore Cohort Longitudinal Study, as well as the high school transcripts, test scores, and surveys of this nationally representative sample. This is the first national tracking study of students in any undergraduate discipline that identifies attempted major fields from the empirical evidence of college transcripts. A "curricular threshold" of engineering was defined, and the careers of students described with reference to that threshold. While 16 long-term "destinations" of students who reached the threshold are identified, they are collapsed into four for purposes of analysis: (1) thresholders, who never moved beyond the requisite entry courses; (2) migrants, who crossed the

PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Assessment; Educational Change; Elementary Secondary Education; *Foreign Countries; Inquiry; Mathematics Education; *Mathematics Instruction; *Problem Solving

During the years 1993-96, there has existed an active discussion group entitled "Using Open-Ended Problems in Mathematics" as a part of the scientific program of the Psychology of Mathematics Education (PME) conference. This report contains revised versions of presentations given in the discussion group. Since the PME is an international organization and the presenters were selected from different parts of the world, this book gives a worldwide view of the use of open-ended problems in the mathematics classroom. Most contributors hail from Australia, Japan, and the United Kingdom since in these countries, there is a long tradition of using open-ended problems. There were also presentations from other countries including Finland and Taiwan. Most of the papers concentrate on the realization of mathematics teaching with open-ended problems and give a variety of examples. There are also two critical papers that bring forth some uncomfortable and unasked questions regarding the use of open-ended problems. Papers include: (1) "Introduction To the Concept 'Open-Ended Problem'" (Erkki Pehkonen); (2) "Implementing Open Problem-Solving, Some Pitfalls of Curriculum Development through Assessment in the UK" (Paul Blanc); (3) "On the Open-Ended Nature in Mathematical Problem Posing" (Shuk-kwan S. Leung); (4) "Testing Problem Solving in a High-Stakes Environment" (Barry McCrae and Kaye Stacey); (5) "The Institutionalisation of Open-Ended Investigation: Some Lessons from the U.K. Experience" (Candia Morgan); (6) "Communication and Negotiation through Open-Approach Method" (Nobuhiko Nohda and Hideyo Emori); (7) "Use of Problem Fields as a Method for Educational Change" (Erkki Pehkonen); (8) "On the Use of What-If-Not Strategy for Posing Problem" (Hye Sook Seo); (9) "Learning Mathematics through Exploration of Open-Ended Tasks: Describing the Activity of Classroom Participants" (Peter Sullivan, Dianne Bourke, and Anne Scott); (10) "Teaching Children To Think Mathematically" (Howard Tanner and Sonia Jones); and (11) "Literature on Open-Ended Problems" (Erkki Pehkonen). (Author/ASK)

ED 419 715 SE 061 474

Veglahn, Nancy, J.
Women Scientists. American Profiles.
PUB DATE- 91
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Equal Education; *Females; Science Education; *Science History; *Scientists; *Womens Studies
IDENTIFIERS- Women in Science

This book contains the life stories of 11 American female scientists who had outstanding achievements in their branch of science. The lives of the 11 women included in this book cover a combined time period of more than 120 years. This book argues against the belief that mathematics and science are not for girls and gives examples of very intelligent women doing science. The scientists include: Alice Eastwood; Nettie Maria

PUB DATE- 74
NOTE- 72p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Decision Making; Elementary Education; Learning Strategies; Simulation; *Social Studies; *State History; Teaching Guides; Teaching Methods; *United States History
IDENTIFIERS- *Pioneer Life

This simulation allows students to participate in situations and events similar to those experienced by pioneers who headed west in early wagon trains. Students face problems such as floods, droughts, blocked trails, snakes, Indians, and the lack of food. Students must make numerous individual and small-group decisions that provide them with a realistic view of what pioneer life was like, why people went west, and what happened to them along the trail. Students role play family identities on the wagon train and decided what supplies to take west. The speed with which wagons move along the trail depends upon the points students earn for all their class work. The simulation concludes with the wagon trains either reaching or failing to reach their destination in Oregon. (Includes a student guide.) (EH)

ED 419 738 SO 028 770

Simpson, Anita
Kid Town: A Thematic Simulation about Community Life through Reading, Speaking, Math, and Art Skills.
PUB DATE- 97
NOTE- 202p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community; Cooperative Learning; Decision Making; Elementary Education; Learning Strategies; *Local History; *Neighborhoods; Simulation; *Social Studies; Teaching Guides; Teaching Methods; Thematic Approach

This simulation allows students to role play workers and consumers in businesses they create. Students become involved in learning about communities by taking study trips within their real community and by reading literature related to neighborhoods and communities. Through the simulation, daily activities are introduced to students as daily messages, literature lessons, and beginner stories. Additional authentic writing, mathematics, and art activities are also connected with the operation of the town's businesses. Each completed assignment earns "big bucks" that are spent in town activities and used for a final graphing activity. A town improvement plan must be completed with the simulation culminating in a town meeting to which parents and community members are invited. A student-authored book becomes the final project and a keepsake of the experience. (EH)

ED 419 739 SO 028 771

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Education; Cooperative Programs; Elementary Education; Equal Education; *Gifted; *Rural Areas; *Rural Schools; *Visual Arts
IDENTIFIERS- Indiana; New Mexico; South Carolina

This publication reports findings related to "Project ARTS: Arts for Rural Teachers and Students," a collaborative program among Indiana University, New Mexico State University, and Converse College in South Carolina. Seven rural elementary schools in those three states were also selected to participate. This report provides an overview of the project and findings relative to the identification, curriculum development, and assessment and evaluation phases of the project. The present findings contribute to a better understanding of how to identify, and provide appropriate educational services to underrepresented and underserved artistically talented students in rural schools and help achieve equal access in selecting students from all walks of life for visual arts programs for students with high abilities. (EH)

ED 419 763 SO 028 901

Gutek, Gerald L.
Philosophical and Ideological Perspectives on Education. Second Edition.
PUB DATE- 97
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Curriculum Design; Curriculum Development; Curriculum Research; *Educational History; *Educational Philosophy; Educational Principles; Educational Theories; Elementary Secondary Education; Foundations of Education; Higher Education; Ideology; *Teacher Education; Teacher Education Programs

Although focusing on philosophy of education, this book provides a three-dimensional introduction to educational ideas. First, it examines the major philosophical systems and ideologies that have shaped educational thought and practice. Second, it outlines certain ideas from the fields of philosophy and ideology to illustrate how these disciplines contribute to educational theory. Third, in seeking to provide a context for educational philosophy, ideology, and theory, it includes brief biographical sketches of principal originators or contributors of leading ideas about education. The book is intended for use in philosophy of education or cultural foundations of education courses in teacher education programs. It provides discussion questions and inquiry projects that may lead students to further reading, research, and field study. (RJC)

ED 419 764 SO 028 902

Ross, E. Wayne, Ed.
The Social Studies Curriculum: Purposes, Problems, and Possibilities.
PUB DATE- 97
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Controversial Issues (Course Content); *Curriculum

ED 419 784 SP 037 948

Schultz, Dayvid
The Dynamics of Pedagogic Judgment in Teaching.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluative Thinking; Moral Values; *Student Behavior; *Teacher Behavior; *Teacher Responsibility; *Teacher Student Relationship; Teachers
IDENTIFIERS- *Teacher Judgments

In the school culture, teachers are often caught between sanctioned instructional behavior and their own judgment; governed by legislated edicts, yet not freed by them to nurture their students. The relationship between pedagogic actions and morally acceptable outcomes, between responsibility to the self and to the students, the school, and the community is frequently perceived by reflective teachers to be in flux, confounding their daily judgments and classroom instruction. Through pedagogic judgments, teachers interpret and guide the enactment of their teaching, transforming theoretical constructs into relational understandings and technical concerns into morally expressive actions. Typically, students trust in their teachers' willingness to act in appropriate and equitable ways. Teachers must have an advocative attitude, with empathy for students' capacity to view the subject matter being taught. Inasmuch as students accept the teacher's offer of relationship as authentic, they are able to accept the teacher's presentation of the world, whether of history, math algorithms, or the moral implications of modeled adult classroom behavior. The effects of pedagogic judgment that arise from egocentric, or even casual behavior, may be the most destructive lessons taught. Attending to students requires an expansion to an inclusive, advocative self in the world of outside cause and effects. Inquiry will establish a compelling recognition of the moral in the beliefs, perceptions, reasoning, and actions that are associated with teacher judgment. Pedagogic judgment happens when the moral dimensions of teaching are recognized and the relationship between teacher and student is enabled. (Contains 24 references.) (SM)

ED 419 785 SP 037 949

Schultz, Dayvid
Harmonizing Self and Community in the Activity of Teaching.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary School Teachers; Grade 6; Intermediate Grades; Student Behavior; Students; *Teacher Role; *Teacher Student Relationship; *Teaching

(150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Elementary School Teachers; Primary Education; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Caring

This paper uses an excerpt from a case study of a primary classroom teacher, depicting some of the ways that the ethic of care contributed to the education of young children. The excerpt applies Noddings' conception of caring (an encounter between a one-caring and a cared-for characterized by engrossment and motivational displacement on the part of the one-caring and reciprocity on the part of the cared-for) to an analysis of the teacher's morning meeting with students. The morning meeting involves a story or song, then introduction to the day's learning center activities. The teacher provides a range of tasks suited to various ability levels. She is flexible and responsive to each child as an individual. She gives primacy to the children's own desires and goals for themselves, and she invests in the children emotionally. She believes that her teaching involves four intertwined strands: students, herself, the environment, and her philosophy. Care-centered teaching offers a powerful alternative to conceptions of caring shaping current thinking about the term. The ethic of care is a construct that allows early childhood teachers to position caring in a way that offers an opportunity to enhance and deepen understanding of the work teachers do. (Contains 22 references.) (SM)

ED 419 802 SP 037 966

Dugan, JoAnn
Preservice Teachers' Instructional Actions To Support Meaningful Interaction with Text.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Directed Reading Activity; Elementary Secondary Education; Females; Group Discussion; Higher Education; *Preservice Teacher Education; Reading Comprehension; *Reading Skills; Student Teachers; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; Thinking Skills
IDENTIFIERS- Meaning Construction

This study investigated the nature of preservice teachers' instructional actions during Directed Reading-Teaching Activities (DR-TA) to involve students in reading and enhance their understanding of text, noting scaffolding processes used to engage children in making sense of text. Twenty-eight preservice teachers who were first-semester K-8 interns participated. They received instruction in DR-TA and learned about scaffolding in conjunction with mediating understanding through peer and small group discussions of text. Data collection included lesson plans in which interns used DR-TA and journal reflections, student artifacts (e.g., activity sheets, written responses, and drawings), and observation notes from mentors or liaisons concerning instruction. Analyses revealed interns used 15 instructional actions to involve students with text. Predictions, teacher questions, and writing to learn dominated interns' instructional actions. They used the most instructional actions during pre- and post-reading and

(070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Faculty; *College School Cooperation; Educational Research; Elementary Secondary Education; *Evaluation Methods; Higher Education; Literature Reviews; *Partnerships in Education; Program Evaluation; Research Reports; Social Problems; *Teacher Researchers; *Theory Practice Relationship

This review of the literature discusses contemporary theories and models of action research that are being used by university faculty who are working with administrators and teachers to plan and conduct school-and classroom-based action research projects. The books that are reviewed provide educators with a variety of models for planning and implementing an action research project. Many of the authors work in the critical emancipatory tradition. Emancipatory action researchers seek to identify inequities that are embedded in social institutions, interactions, and ideologies, and to develop a moral epistemology based on ethical caring and social justice. Other action researchers work in the teacher researcher tradition. They view teachers as active producers of knowledge that is aimed at improving practice through a better understanding of the multiple layers of meaning and the fullness of actions in classrooms and schools. Educators sometimes engage in institutional action research or participatory evaluation organized around school reform. Evaluators who do self-study inquire into their own lives and construct living theories as they meditate on their own experiences. Action research provides the conceptual basis and the methods needed to deliberate on social, cultural, and historical practices, to critique existing and emerging educational theories and practices, and to study actions in social institutions and schools. Action researchers do not always disseminate the results of their inquiries in reports, essays, or action plans. They may express themselves in varied forms to capture the human condition through poetry, myths, song, or dance. Action research is an international movement that involves citizens in participating in discussions about the conditions that facilitate or inhibit the development of deliberative forms of democracy within classrooms, schools, and society. (Contains 1 table and 27 references.) (Author/SLD)

ED 419 821 TM 028 396

Lapadat, Judith C.; Lindsay, Anne C.
Examining Transcription: A Theory-Laden Methodology.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; *Language; *Qualitative Research; *Research Methodology; Theories; *Theory Practice Relationship
IDENTIFIERS- *Transcription

Transcription is an integral process in the qualitative analysis of language data, and is widely employed in basic and applied research across a number of disciplines and in professional every other teaching function and helps create the classroom environment. (Contains 3 tables and 16 references.) (SLD)

ED 419 839 TM 028 415

McCall, Chester H.; Walters, Lauren E.
Words and Their Value to the Survey Researcher.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Definitions; Engineers; *Graduate Students; Higher Education; *Research Methodology; Responses; *Surveys; Tables (Data); *Test Construction; Test Items; *Undergraduate Students
IDENTIFIERS- *Quantifiers

In May 1972, 2,900 copies of a survey were distributed eliciting opinions about the meaning of some qualifying adjectives and phrases commonly used in "verbal communications." These same adjective phrases are commonly used in survey research. They include phrases such as "a few," "a majority," "nearly all," and other quantifiers. The 1972 survey had a 40% response rate, indicative of interest in the study. This study updates that 1972 study, reporting findings from different groups of subjects. Nine groups (graduate students in several disciplines, including education, undergraduates, and engineers and administrators) ranging in size from 3 to 20 members were surveyed. Results made it clear that individuals within different groups give different interpretations to quantifying phrases, and that differences also exist among groups. It is suggested that there is a need to study item reliability in surveys in more detail if words and phrases, such as the 22 identified in this study, are to be included in response options, narrative instructions in a survey, or reporting on the survey findings. Appendix A is the report from the 1972 survey, and Appendix B contains a copy of the original survey form. (Contains five tables, eight figures, and three references.) (SLD)

ED 419 840 TM 028 416

Van Petegem, Peter
Towards a Stimulating Policy for Self-Evaluation in Schools.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Improvement; Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation; *Quality Control; *School Based Management; *Self Evaluation (Groups)
IDENTIFIERS- *Belgium (Flanders)

This paper explores the development of policy to facilitate self-examination by schools. The context is that of Flanders (Belgium), although there are implications for other school systems. In Flanders, more and more schools are becoming urban, low-achieving, and economically disadvantaged children, and the 6 analyzed programs served the same populations. The 44 studies focused on different goals, and the 6 cross-programs addressed multiple needs of students and parents, with the primary goal of providing access to services rather than information about services. Results of both studies suggest that nearly all coordinated school-linked services seek to develop connecting mechanisms for effective communication, coordinated service delivery, and mobilization of energy and resources of professionals from multiple fields, as well as families and communities. Coordinated school-linked services are becoming a common feature of school reform, but further research, with better process and outcome measures, is needed to develop more effective programs. (Contains 9 tables and 34 references.) (SLD)

ED 419 858   UD 032 331

Boyd, William L.
Competing Models of Schools and Communities: The Struggle To Reframe and Reinvent Their Relationships. Publication Series No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; *Coordination; Educational Theories; Elementary Secondary Education; Family School Relationship; *Integrated Services; Models; Partnerships in Education; Program Effectiveness; *School Community Relationship; *Urban Schools

This paper discusses some theories and models of school-community relationships, especially those implied by the coordinated or collaborative services movement, which represents the effort to coordinate activities of schools and other human services agencies serving children and families, especially those at risk. Questions of the relative roles and responsibilities of families, schools, and communities are explored in light of the current social context. No single model of school-linked integrated services predominates, but research is beginning to clarify the features that make some programs more successful. School-linked services must not simply be add-ons to the school program, and they must shift emphasis from being program-centered to being family-centered. In addition, maximum responsiveness to the community must be assured through changes in the working relationship between service providers and the people they serve. Some emerging principles for interagency collaboration are outlined: (1) quality leadership is essential; (2) the commitment of asking for parent involvement in the planning and implementation of a school-linked center must be understood as meaning administrators must relinquish some power; (3) policies and practices must be culturally compatible; (4) long-term commitments to program development are required; (5) programs must be committed to the "nuts and bolts" requirements, and stable funding must be found for operating costs; (6) there need to be variations in the models developed so that programs are individualized to the needs and concerns of the school and community; and (7) integrated service projects must develop partnerships with local universities to provide technical assistance for program development and evaluation. (Contains 77 references.) (SLD) stereotypes, prejudice, and "isms"; and (7) "Boundaries," a discussion of gender-role misconceptions, sexual harassment, and boundaries of conduct with regard to sexual violence. Suggestions are given for implementing violence prevention throughout the school and in several specific curriculum areas. An appendix discusses assessing the school, home, or work environments for safety and violence prevention. (SLD)

ED 419 874 UD 032 349

Bilyk-Glancy, Joanne; Caison, Shelia; Campbell, Melissa; Carlton, Chris; Dobbins, Mike; Menkhaus, Lisa; Nappi, Beth; Payne, Sue; Rankaitis, Peter; Sutton, Arthur; Wisted, Nancy

Best Practices in Prevention: A Curriculum on Alcohol, Tobacco and Other Drugs, and Violence. Grades 6 and 7. Life Skills Component. Project Oz.

SPONS. AGENCY- Illinois State Dept. of Alcoholism and Substance Abuse, Springfield.

PUB DATE- 96

NOTE- 218p.; For other curriculum components in this series, see UD 032 348-350.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alcohol Education; Communication (Thought Transfer); *Conflict Resolution; Coping; *Daily Living Skills; *Decision Making; Drinking; *Drug Education; Grade 6; Grade 7; Inclusive Schools; Intermediate Grades; Junior High Schools; Self Concept; *Skill Development; Stress Management

IDENTIFIERS- Project Oz IL

Project Oz is a not-for-profit special services agency providing drug education and crisis intervention services. Project Oz curricula provide compact and well-researched information for teachers, supplemented by student learning activities that reinforce the lecture portions of the topic. These activities are grade-appropriate and incorporate visual, tactile, kinesthetic, and auditory learning styles. This curriculum is the life skills component for grades 6 and 7. It accompanies a drug education component that emphasizes factual information. Inclusion is stressed in this curriculum both for special education students and as an aspect of the school that means students attend their home school with their age and grade peers and that teachers work with each other and families to create a sense of community in the classroom. Adaptations have been made to the curriculum to increase inclusion in its broadest sense, as well as to increase the inclusion of special education students. This drug education curriculum for grades 6 and 7 consists of several distinct elements that have been selected and arranged to give students factual information and the skills to cope with the pressures and issues that come with drug use issues. This volume focuses on life skills to increase a students' ability to cope with pressures and issues related to drugs and violence. It includes the following chapters, numbered in sequence with the drug education component: (13) "Communication," skills for interpersonal relationships; (14) "Self-Concept/Empathy," material to develop a positive self-image; (15) "Decision Making," skills to make logical decisions; (16) "Refusal Skills/Conflict Resolution," skills to strengthen the ability to resist pressure and resolve disagreements; and (17) "Stress Management," skills to cope with stress. Each section contains activities for student practice. (SLD)

Museum Schools: Institutional Partnership and Museum Learning.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cooperation; *Curriculum Development; Definitions; *Educational Environment; Elementary Education; Interviews; Middle Schools; *Museums; *Partnerships in Education; Qualitative Research; *Urban Schools
IDENTIFIERS- Museum Studies

Over the past 10 years, a handful of museums and school districts have joined forces to create an innovation that blends formal and informal learning, the museum school. As yet, there is no commonly accepted definition of the term, but such schools can be described as partnerships that create a curriculum that embeds the district-mandated learning goals into long-term projects that require students to create objects, exhibits, or museums. To develop a broader understanding of the museum-school phenomenon, this paper uses a qualitative case study methodology to examine four museum schools (in three school districts), create descriptive terminology, and develop continua of museum-school collaboration. The schools studied are: (1) the New York City Museum School; (2) the Museum Magnet Schools, St. Paul (Minnesota); (3) the Robert Brent Elementary School (Smithsonian Institution), District of Columbia; and (4) the Stuart-Hobson Middle School (Smithsonian Institution), District of Columbia. The units of analysis were the schools "as wholes" and one class from each. Thirty-two interviews with participants provided additional data. Five patterns of museum learning were common in these schools: (1) museum process apprenticeships; (2) creation of apprentice researchers; (3) knowledge-building communities; (4) project-enhanced learning; and (5) student ownership of projects. In all four schools, the district-mandated curriculum was incorporated into museum themes or units. The partnerships involved a high degree of interdependence among the collaborating institutions, although the details of the partnerships varied with the schools. A "continuum of partnership structure" was developed as increasing levels of partnership moved from institutional cooperation through strategic alliance to virtual corporation. Museum schools are a new approach to building learning environments that deserve greater study. (Contains 1 figure, 2 tables, and 20 references.) (SLD)

ED 419 892 UD 032 369

Petrone, Frank M.
The Street Gang Identification Manual. Second Edition.
PUB DATE- 97
NOTE- 404p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; *Group Membership; *Identification; *Juvenile Gangs; Peer Relationship; *Symbolism; Urban Problems;

Presentation on Remediation at CUNY.
PUB DATE- 98
NOTE- 10p.; Paper presented at the American Association of Community Colleges Conference (Miami, FL, April 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; College Administration; *Community Colleges; Competency Based Education; Developmental Studies Programs; Educational Assessment; Educational Change; *Educational Policy; Educational Testing; Government School Relationship; *High Risk Students; Program Effectiveness; Program Implementation; *Remedial Programs; Student Evaluation; Two Year Colleges
IDENTIFIERS- *City University of New York

This report begins with a brief history of the City University of New York (CUNY), including the institution of its "Open Admissions Policy," and the end to free tuition. During the late 70's and early 80's, CUNY began to bring order to the chaos of remedial experiments brought on by open admissions. Assessment tests in reading, writing, and mathematics were introduced and given to freshmen for placement purposes. All students scoring below specific cut-off scores were directed into remedial programs. The paper explains the current crisis over remediation, ignited by Mayor Guliani's criticisms of CUNY's standards, and describes the creation of the Comprehensive Action Plan (CAP), which addresses student preparedness for college. As of yet, CAP is not finished and remains controversial among faculty, students, and politicians. CAP's main objectives include introducing the SAT as a requirement for admission to the senior colleges, administering assessment tests earlier to allow time for pre-collegiate summer remedial or ESL programs, and placing a one-year limit on remediation and a three-semester limit on ESL at the community colleges. (EMH)

ED 419 567 JC 980 258

Copa, George H.; Ammentorp, William
New Designs for the Two-Year Institution of Higher Education. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 386p.; For related documents, see ED 352 507, ED 416 398, and ED 412 403-404.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Administration; Community Colleges; *Educational Change; Educational Environment; Educational Finance; *Educational Improvement; Educational Innovation; Educational Policy; *Instructional Design; Learning; Outcomes of Education; Partnerships in Education; Program Design; Program Development; Program Implementation; Staff Development; Two Year Colleges

This final report contains a history and description of a project called New Designs for the Two-Year Institution of Higher Education (NDTYI). The goal of NDTYI was to begin an earnest search for synergies that will better connect educational institutions with the culture in ways that create resources and promoting behavior was found to be almost equal across parents in each age group. The article discusses reports of personal experiences in addressing adversity drawn from the study. Based on the study's findings, the article presents suggestions for effective interventions to encourage resilience in children. Resilience features are classified into three phrases. Examples of three phases are: I HAVE people around me I trust and who love me, no matter what; I AM a person people can like and love; I CAN talk to others about things that frighten me or bother me. Other sample statements using these phrases are provided. (Contains 16 references.) (JPB)

ED 419 585 PS 026 440

Souza, Micheline; Villachan-Lyra, Pompeia; Lyra, Maria C. D. P.
Emergence of Abbreviation in Early Mother-Infant Communication.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Infants; Interpersonal Communication; *Mothers; *Nonverbal Communication; *Parent Child Relationship
IDENTIFIERS- *Dyads

Using concepts of "dialogical highlighting dynamics" and "abbreviation" developed by Lyra and colleagues (e.g., Lyra & Rossetti-Ferreira, 1995), this study investigated how early mother-infant relationships develop, particularly the changing nature of the communication dynamics and the tendency toward stability exhibited in the construction of dynamic relational outcomes. Three different moments of quasi-stability in relationship development--establishment, extension, and abbreviation--were used for analysis. The study analyzed weekly videotapes (20 minutes each) of two middle-class Brazilian mother-infant dyads with male babies in a laboratory setting similar to a living room. For dyad 1 the analysis covered the period from 11 to 29 weeks of baby's age. For dyad 2, the analysis covered from 8 to 29 weeks of baby's age. Mothers were asked to play with their babies as they did at home. Two kinds of mother-infant exchanges were analyzed: face-to-face and mother-object-infant. Findings showed similarities and differences between the behavior of the two dyads. Similarities included the following: (1) a dominance of extension was followed by a dominance of abbreviation; (2) the dominance of extension was preceded by short moments of establishment; and (3) periods of quasi-stability were preceded and followed by periods of instability or change. Differences include: (1) change from extension to abbreviation emerged earlier in face-to-face exchanges than in mother-object-infant exchanges; and (2) the change-over the extension to the abbreaviation in dyad 1 is different from the one observed in dyad 2. (EV)

ED 419 586 PS 026 459

Children in the States, 1997.
PUB DATE- 97
NOTE- 109p.; For 1998 Data Book, see PS 026 460.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

When planning the growth of Montessori schools, planners should add the concept of evolution to those of organization and management in order to embrace Maria Montessori's notion that the purpose of education is to fully develop human potentialities. The evolution of Montessori schools must be understood and encouraged through the process of nurturing the evolution of people. Teachers undergo stages of development, starting in the formal training phase and continuing within the context of the school. In this model, teachers move from formal training to a first-year neonate stage, a consolidation stage in years two through four, and renewal during five to seven years, finally emerging as seasoned teachers. This model re-envisions teachers in Montessori schools as part of an organic evolutionary process. This process can be applied to other parts of the school, including parents, board members and administrators. (JPB)

ED 419 604 PS 026 509

Sommers, Marc
The Children's War: Towards Peace in Sierra Leone. A Field Report Assessing the Protection and Assistance Needs of Sierra Leonean Children and Adolescents.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Change Strategies; Child Welfare; *Children; Foreign Countries; *Human Services; Peace; Refugees; Violence; *War
IDENTIFIERS- *Sierra Leone; United Nations High Commissioner for Refugees

Based on a 3-week field visit to Sierra Leone and Guinea, this report investigates why children (ages 0-17) have become key figures in Sierra Leone's civil war, and explores the problems that war has caused them. The report describes significant new effects of violence on three groups of Sierra Leonean children, very few of whom have received any humanitarian assistance thus far: (1) those who have spent prolonged periods in forest "bush camps"; (2) unaccompanied adolescent girls who have been claimed by a variety of captors; and (3) young boys working in mining camps. The report also reviews two sets of problems besetting children in Sierra Leonean refugee camps in Guinea: (1) difficulties arising from the high ratio of females to males in the camps; and (2) the United Nations High Commissioner for Refugees' (UNHCR) role as the central agency for the protection and support of refugees. The report notes that the Women's Commission advocates investing in Sierra Leone's future by directing education, skills training, and small credit programming at the majority of Sierra Leone's citizens--its youth. The report also discusses several other Commission recommendations. (EV)

ED 419 605 PS 026 510

From the Kitchen Table to the Boardroom Table: The Canadian Family and the Work Place.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English

environments, except for those that are neglectful, abusive, or without opportunity--may exert little influence on personality development over the child's life course. The book holds that the environmental variables most often named in socialization science (social class, parental warmth, and one- versus two-parent households) may be devoid of causal influence on such child outcomes as intelligence, personality, and psychopathology. Following an introduction on the nature-nurture controversy and the problems of socialization science, the chapters of the book are: (1) "The Primacy of Child Rearing in Socialization Theory"; (2) "Separating Nature and Nurture"; (3) "As the Twig is Bent?: Families and Personality"; (4) "Limited Rearing Effects on Intelligence (IQ)"; (5) "Uniting Nature and Nurture: The Genetics of Environmental Measures"; (6) "Gender Differences"; and (7) "Why Families Have Little Influence." Each chapter contains references. (HTH)

ED 419 623 PS 026 567

Wallander, Jan L., Ed.; Siegel, Lawrence J., Ed.
Adolescent Health Problems: Behavioral Perspectives. Advances in Pediatric Psychology.
PUB DATE- 95
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Health; Disabilities; Diseases; *Health Needs; Health Promotion; *Health Services; Intervention; Prevention; Special Health Problems; Substance Abuse
IDENTIFIERS- *Risk Taking Behavior

This book examines the relationship between adolescent risk-taking behaviors and health. The health-related problems of adolescents frequently are manifestations of social, economic, or behavioral factors. Following an overview (Siegal), the chapters in the first section of the book explore general and conceptual issues: (1) "Epidemiology of Adolescent Health Disorders" (Holden and Nitz); (2) "Developmental Influences on Adolescent Health" (Sayer, Hauser, Jacobson, Willett, and Cole); (3) "Theoretical Models of Adolescent Risk-Taking Behavior" (Millstein and Igra); (4) "Legal Issues in Adolescent Health Care" (Weisz and Melton). Following an overview (Wallander), the chapters in the second section examine current research and clinical perspectives on health-risk and prevention behaviors: (5) "Adolescent Suicide Attempters in General Hospitals: Psychological Evaluation and Disposition Handling" (Spirito, Overholser, and Vinnick); (6) "Adolescents: The Leading Edge of the Next Wave of the HIV Epidemic" (DiLorenzo and Hein); (7) "Social-Psychological Antecedents and Consequences of Adolescent Tobacco Use" (Chassin, Presson, and Sherman); (8) "Coping and Competence in Adolescent Alcohol and Drug Use" (Wills, Vaccaro, and Benson); (9) "Health Promotion with Adolescents" (Kelder, Parcel, and Perry). Following an overview (Wallander), the chapters in the third section examine current research and clinical perspectives on chronic physical conditions: (10) "Appraisal, Coping, and Adjustment in Adolescents with a Physical Disability" (Wallander and Varni); (11) "Psychological Adjustment of Adolescents with Cystic Fibrosis or Sickle Cell Disease and Their Mothers" (Thompson, Gustafson, and Gil); (12) "School-Based Treatment of Recurrent Headaches in Adolescents" (Larsson); (13) "Managing Insulin-Dependent Diabetes Mellitus in Adolescence: A Developmental

Theme issue titles are: (1) "Growing Up Gifted: The Challenge of High-Ability Students"; (2) "Advocating for Children"; (3) "Taking Off: A Teacher's Guide to Technology"; and (4) "Alternative Schools: Caring for Kids on the Edge." Issues also include book and software reviews; availability of teacher resources; guidelines for teachers, parents, and communities; letters to the editor; and teacher commentary. (SV)

ED 419 640 RC 021 503

Rios, Oralia, Ed.; Rivera, Manuel, Jr., Ed.; Solis, Mario, Ed.
GEMS: Graduation Enhancement for Migrant Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 158p.; Prepared by the STAR Center (Support for Academic Renewal).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Career Counseling; College Preparation; *Credits; *Dropout Prevention; *Educational Counseling; English (Second Language); *Graduation Requirements; High Risk Students; *High School Students; High Schools; Limited English Speaking; *Migrant Education; Migrant Programs; School Role; Student Development
IDENTIFIERS- Student Support Services; *Texas

The mobile lifestyle and fragmented education of migrant secondary students creates a need for innovative solutions that will enable them to graduate from high school. This handbook was developed to assist Texas school district operations and state and interstate educators in the coordination and delivery of instructional and support services for migrant students following federal legislative guidelines and mandates. An overview of the Migrant Education Program describes the unique needs of migrant students and seven areas of focus for migrant services. Subsequent sections of the manual cover: (1) counseling and guidance services, counselor responsibilities, basic and supplemental services, a planning guide, and sample forms; (2) planning for postsecondary education and a successful career; (3) Texas graduation requirements and alternatives; (4) credit options available to migrant secondary students; (5) student leadership programs; (6) late entry and early withdrawal alternatives; (7) English language acquisition strategies and activities; (8) student personal development of self-esteem, coping, decision making, and problem solving; and (9) recovery programs, including high school equivalency programs, dropout prevention programs for teen parents, Job Corps, Job Training Partnership Act (JTPA), and adult basic education. A list of print and video resources and programs is included. (SAS)

ED 419 641 RC 021 504

Jones, Rob, Comp.; Wilkinson, Brian, Comp.
Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE) (11th, Merida, Mexico, November 6-8, 1997).
PUB DATE- 97
NOTE- 236p.; For selected individual papers, see RC 021 505-515. For the 1996 ICORE proceedings, see ED 417 042.
LANGUAGE- English

DESCRIPTORS- Elementary Secondary Education; Information Services; *Migrant Education; Migrant Programs; *State Programs; *Summer Programs; Summer Schools

This state-by-state directory of migrant education summer programs is intended to help educators coordinate services and instruction for migrant families and their children. All states (except Hawaii), Puerto Rico, and the District of Columbia are listed. Each state entry includes the complete mailing address, telephone and fax numbers, and e-mail address for the state-level contact person, as well as individual program site addresses, summer contact persons with telephone number, and opening and closing dates. An alternate contact at the state level for after the close of summer school is given where available. Types of local program sites vary from state to state and include schools, counties, school districts, state educational regions, statewide projects, and other agencies. (SAS)

ED 419 659 RC 021 535

Equity. IDRA Focus.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Childrens Literature; Civil Rights; Dropouts; *Educational Discrimination; *Educational Equity (Finance); Educational Vouchers; Elementary Secondary Education; *Equal Education; Females; Nondiscriminatory Education; Sex Fairness; Sex Role; *Violence; Women Administrators; Women Faculty; Womens Education
IDENTIFIERS- Texas

This theme issue focuses on equity in children's literature, public funding for private schools, women in educational fields, female dropouts, and the relationship between school violence and family and community violence. "Violence in Our Schools" (Bradley Scott) explores reasons for school violence (media violence, isolation from family, racial and ethnic discrimination) and offers four suggestions for violence prevention and 15 suggestions to address racial hostility. "Hijas del Quinto Sol: Redefining Feminine Roles through Children's Literature" (Juanita C. Garcia) notes the importance of gender-sensitive children's literature in modeling sex role attitudes. A sidebar lists 20 titles for grades K-12. "Full Pockets, Empty Promises" (Albert Cortez) discusses issues of constitutionality, equitable student access, and accountability in using the voucher system to support private schools with public funds. "Women in Education Fields" (Yojani Fatima Hernandez) reports on women in various levels of education in Texas. "Reflections on Equity" (Norma V. Cantu) discusses discrimination and federal laws related to educational opportunities for females, students with disabilities, and minorities, as well as barriers to participation in vocational rehabilitation programs, gifted and talented programs, and accelerated courses. "Why Do Girls Drop Out?" (Anita Tijerina Revilla) discusses sexist views and stereotypes persisting in the classroom that lead to girls dropping out. A sidebar lists risk factors for girls, which girls drop out, school structure and dropouts, and academic and economic consequences of female dropouts. "Changing Faces, Changing Places: Challenges as We Enter a New Century" notes the resistance of schools to change due to lack of accountability and reiterates IDRA's commitment to work for needed changes. (SAS) teachers' work, such as ways of knowing, beliefs about the nature of science, values, emotions, and teachers' images of themselves as knowers. Through analyses of two teachers' narratives, classroom observations, and instructional materials, this research reveals how teachers' emotions and values are significant dimensions of science teaching and can explicitly or implicitly be part of their personal and professional development. This study offers an alternative perspective to discussions on the relationship between teachers' beliefs and classroom practice, and it presents a more valid methodological approach to avoid past research assumptions that teachers' beliefs are necessarily reflected in classroom practice. Contains 53 references. (DDR)

ED 419 677 SE 061 386

Kim, Young-soo; Germann, Paul J.; Patton, Martha
Study of Concept Maps Regarding the Nature of Science by Preservice Secondary Science Teachers.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Las Vegas, NV, April 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Concept Mapping; Constructivism (Learning); *Electronic Mail; Epistemology; Internet; Journal Writing; Knowledge Base for Teaching; Knowledge Representation; *Preservice Teacher Education; *Preservice Teachers; Reflective Teaching; *Science Teachers; Scientific Methodology; Secondary Education; *Secondary School Science
IDENTIFIERS- Nature of Science

This paper reports on the analyses of concept maps on the nature of science constructed by preservice secondary science teachers (N=17) during a semester-long reflective process. Analysis of their electronic journals also provides hierarchical evidence. The research questions explored in this study pertain to determining the views of preservice secondary science teachers about the nature of science, documenting their use of concept mapping and electronic journal writing in exploring concepts related to the nature of science, and finding the kinds of evidence that the preservice science teachers used to support their arguments in the electronic journal writing. Results suggest that students rely frequently on solving a problem for themselves rather than look for evidence from research, theory, or authority. Also, students generally provide low levels of support for their ideas while carrying on their electronic discussions. Contains 19 references. (DDR)

ED 419 678 SE 061 387

Kim, Young-soo; Germann, Paul J.; Patton, Martha
Preservice Secondary Science Teachers' Conceptions of the Nature of Science: By Investigating Their Concept Maps and Final Reflection Paper.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

threshold of the engineering path, began to major in engineering, but switched to other fields or left college altogether; (3) completers, some of whom continued on to graduate school by age 30; and (4) two-year-only students, whose college experience was confined principally to engineering tech programs in community colleges. Findings are presented in seven parts: (1) "Engineering Paths as Established by Students"; (2) "The Content of Their Curriculum"; (3) "Engineering and Science: Confusing Signs along the Path"; (4) "Antecedents of the Engineering Path"; (5) "Choosing the Engineering Path"; (6) "Learning Engineering: Migration and Traffic"; and (7) "Experiencing Engineering: Classroom Environments, Credit Loads, and Grades." A concluding section presnts suggestions for changing the image of engineering among high school students and potential college majors, particularly women. Suggestions are also provided to other disciplines for undertaking similar tracking studies, particularly in fields where men have been a distinct minority. Contains 131 references and an appendix. (AA)

ED 419 697 SE 061 424

Sarquis, Mickey, Ed.
Science Fare--Chemistry at the Table. Hands-on Science Activities for Grades 4-12. Science in Our World, Volume One.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 76p.; Developed in collaboration with Proctor & Gamble.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Consumer Education; Educational Strategies; Elementary Secondary Education; Food; General Science; *Hands on Science; Nutrition; Partnerships in Education; Relevance (Education); *Science Activities; Science Curriculum; Science Education; Teaching Guides

This monograph focuses on chemistry at the table and enables teachers to introduce their students to the concepts and processes of industrial chemistry and relate these concepts to the consumer products students encounter daily. This teacher resource module is organized into sections that provide information on how to use the resource module, how to use the activities in the classroom, background information for teachers, and related activities and demonstrations. The activities and demonstrations include explorations of flavors as chemicals, a vanilla taste test, sense-fooling pies, esters, popcorn, cake making, leavening agents, densities of fats and oils, the fat content of snack food, and the solubility of vitamins. (DDR)

ED 419 698 SE 061 425

Sarquis, Mickey, Ed.
Strong Medicine--Chemistry at the Pharmacy. Hands-on Science Activities for Grades 7-12. Science in Our World, Volume Two.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 92p.; Developed in collaboration with Hoechst Marion Roussel, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Stevens; Annie Jump Cannon; Alice Hamilton; Edith Quinby; Gerty Cori; Margaret Mead; Barbara McClintock; Rachel Carson; Rosalyn Yalow; and Mildred Dresselhaus. (ASK)

ED 419 716 SE 061 478

Snively, Gloria; Corsiglia, John
Discovering Indigenous Science: Implications for Science Education.
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Constructivism (Learning); Cultural Influences; *Curriculum Development; *Ecology; Educational Change; Epistemology; *Knowledge Representation; Learning Strategies; Multicultural Education; *Science Education; *Science History; Secondary Education
IDENTIFIERS- Nature of Science

This paper explores different aspects of multicultural science and pedagogy and describes a rich and well-documented branch of indigenous science known to biologists and ecologists as traditional ecological knowledge (TEK). Indigenous science relates to both the science knowledge of long-resident, usually oral culture peoples, as well as the science knowledge of all peoples who, as participants in culture, are affected by the worldview and relativist interests of their home communities. Given the urgency of the current environmental crisis, as well as growing worldwide recognition of TEK among scientists, government, and international aid agencies, the paper argues for the inclusion of TEK in school-based science education programs. A lengthy discussion of TEK literature that focuses on documenting numerous examples of time proven, productive, and cost effective indigenous science is also included. Contains 115 references. (DDR)

ED 419 717 SE 061 849

Takahira, Sayuri; Gonzales, Patrick; Frase, Mary; Salganik, Laura Hersh
Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context. Initial Findings from the Third International Mathematics and Science Study.
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; *Cross Cultural Studies; Educational Strategies; Elementary Secondary Education; Global Approach; *Grade 12; Mathematics Curriculum; *Mathematics Education; Science Curriculum; *Science Education
IDENTIFIERS- *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and rigorous international study of schools and student achievement ever conducted. This report compares the general mathematics and science knowledge of students in the United States in their last year of

Sargent, Marcia; Malcolm, Vivian
Egypt: A Simulation of Ancient Egyptian Civilization.
PUB DATE- 97
NOTE- 179p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Arabs; Cooperative Learning; Decision Making; Elementary Education; Foreign Countries; Learning Strategies; *Middle Eastern Studies; Non Western Civilization; Simulation; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- *Egypt

This simulation allows students to travel north through the six divisions of the Nile River, with each major phase of the simulation called a "cataract". Students earn travel points as they sail the Nile from its source in Central Africa through the Sixth Cataract, all the way to the First Cataract, and then on to the delta where it flows into the Mediterranean. Students spend about a week or less on activities to successfully navigate through a particular cataract. Each phase focuses on a major aspect of Egyptian history, culture, and geography. In these cataract phases, students are organized as citizens of one of the five important cities of ancient Egypt: Memphis, Abydos, Hermopolis/Akhetaten, Bubastis, or Thebes. Suggestions are given for modifying the unit with a 23-day schedule or a 15-day schedule of activities. (EH)

ED 419 740 SO 028 772

Handy, Terry
Islam: A Simulation of Islamic History and Culture, 610-1100.
PUB DATE- 91
NOTE- 120p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Arabs; Cooperative Learning; Decision Making; Elementary Secondary Education; Foreign Countries; *Islamic Culture; Learning Strategies; *Middle Eastern Studies; Non Western Civilization; Religion; Simulation; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- Islam; Middle East

This simulation allows students to learn about the history and culture of Islam and the Islamic world by "becoming" Muslims. There are five phases of the unit. Students are assigned to a city, choose an Arabic name, and become familiar with their group and responsibilities outlined in the Student Guide. In the introduction section, students take a pretest, read a short history of Islam, and learn about Muslim dress and customs. In the Caravan Days section, cities compete to answer quiz cards and collect Arabic money. Oasis Days gives time for students to complete several tasks required of every group in the simulation. In Festival Days each group presents its own festival project. The Islamic Bowl culminates the unit with

Development; Elementary Secondary Education; Ethnic Studies; *Global Approach; Higher Education; Instruction; *Interdisciplinary Approach; Multicultural Education; Preservice Teachers; *Social Sciences; *Social Studies; Teacher Education; United States History

This book presents a substantive overview of the issues in curriculum development and implementation faced by social studies educators. The book offers contemporary perspectives on some of the most enduring problems facing the social studies. The collection of essays provides readers with a systematic investigation of a broad range of issues of the curriculum. The volume is divided into three parts with 13 chapters. Part 1, "Purposes of the Social Studies Curriculum," includes: (1) "The Struggle for the Social Studies Curriculum" (E. Wayne Ross); (2) "History as the Core of Social Studies Education" (Michael Whelan); and (3) "The Unique Mission of the Social Studies" (David Warren Saxe). Part 2, "Social Issues and the Social Studies Curriculum," includes: (4) "Social Studies and Feminism" (Nel Noddings); (5) "Gender in Social Education" (Jane Bernard-Powers); (6) "Against the Sovereignty of Origins: Contradictions in the Experience of Racial Inequality in Education and Society" (Cameron McCarthy); and (7) "Multicultural Social Studies: Schools as Places for Examining and Challenging Inequality" (David Hursh). Part 3, "The Social Studies Curriculum in Practice," contains: (8) "Crafting A Culturally Relevant Social Studies Approach" (Gloria Ladson-Billings); (9) "Social Studies and the Arts" (Terrie L. Epstein); (10) "Science in Social Studies: Reclaiming Science for Social Knowledge" (Stephen C. Fleury); (11) "Infusing Global Perspectives into the Social Studies Curriculum" (Merry M. Merryfield); (12) "Teaching Social Issues: Implementing an Issues-Centered Curriculum" (Ronald W. Evans); and (13) "Assessment in Social Studies: Moving Toward Authenticity" (Sandra Mathison). The book contains a list of references for each chapter and information about each of the essay authors. (EH)

ED 419 765 SO 028 905

Clark, Gilbert; Zimmerman, Enid
Project ARTS: Programs for Ethnically Diverse, Economically Disadvantaged, High Ability, Visual Arts Students in Rural Communities: Identification, Curriculum, Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 214p.; For a related item, see SO 028 899.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art; *Art Education; Cooperative Programs; Curriculum; Elementary Education; Equal Education; *Gifted; Program Evaluation; *Rural Areas; *Rural Schools; *Visual Arts
IDENTIFIERS- Indiana; New Mexico; South Carolina

This publication reports findings related to "Project ARTS: Arts for Rural Teachers and Students," a collaborative program among Indiana University, New Mexico State University, and Converse College in South Carolina. Seven rural elementary schools in those three states were also selected to participate. This report provides an overview of the project and findings relative to the identification, curriculum development, and assessment and evaluation phases of the project. The present findings contribute to a better understanding of how to identify, and provide appropriate educational services to

(Occupation)
IDENTIFIERS- *Teacher Judgments

Using a sixth grade classroom as an example, this paper discusses balance within the classroom, including balance of instruction and learning, of intentions and actions, and of relationships. This balance holds teachers in positive tension with students, parents, and the school community. Three metaphors describe pedagogic judgment as the enactment of the aesthetic and moral balance found in teaching. They are an image of a kitchen scale used to measure out ingredients, an image of a tightrope walker, and an image of a non-symmetrical artistic pattern within which beauty can be found. The paper uses the metaphors to highlight encounters between the sixth grade classroom teacher and her students. She uses her judgment like a kitchen scale to measure ingredients that will be blended to achieve the complex experience of learning math. Like a tightrope walker, she finds balance in her response to students' conflicting demands, resisting jerky, overreaching responses. Like an artist, she interprets the perceptions of the landscape, using her intuition to respond correctly to student behavior. The students' complex weave of behavior and intentions are seen by the teacher as a whole fabric. The teacher takes an active, almost aesthetic approach that gives this pattern of individual behavior its meaningful context. The teacher makes the students consistently aware of the choices of character expressed in their daily school life, guiding them toward balanced independence. (Contains 24 references.) (SM)

ED 419 786 SP 037 950

Lemlech, Johanna K.; Hertzog, Hillary
Preparing Teachers for Leadership Roles.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Collegiality; Elementary Education; Elementary School Teachers; Higher Education; Leaders; *Leadership Qualities; Participative Decision Making; Preservice Teacher Education; Self Efficacy; Teacher Behavior; *Teacher Characteristics; Teacher Collaboration
IDENTIFIERS- Teacher Leaders; *Teacher Leadership

This study looked at teachers in their 2nd-4th years of teaching to compare their professional activities with what current studies indicate are teacher leadership behaviors and characteristics. The study sought to determine whether the University of Southern California's teacher preparation program taught the professional skills that elementary teachers needed in reform oriented schools and whether they exhibited the characteristics of teacher leaders. Researchers specifically worked with graduates who were considered good teachers at the end of their student teaching assignments. A total of 14 teachers in four school districts completed mailed questionnaires that examined their perspectives of their professional lives. Their principals also received questionnaires. After they returned the questionnaires, participants completed interviews about the school and district cultures. Results revealed patterns of professional behavior including: collaboration; sharing of expertise; participation in school committees; and participation in school decision the least during reading. Regarding scaffolding processes, modeling how to make predictions and reading portions of text to predetermined stopping points were prevalent across most lessons. Interns' instruction provided limited time for extended student response. Most dialogue was teacher-controlled. Interns gained valuable knowledge about teaching, learning, and helping students read text with understanding. The most salient knowledge was the importance of pausing during reading to encourage students to think, predict, and answer questions about the text. (Contains 19 references.) (SM)

ED 419 803 SP 037 967

Preparing a Profession. Report of the National Standards and Guidelines for Initial Teacher Education Project.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- *Academic Standards; Beginning Teachers; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; *National Standards; *Preservice Teacher Education; *Teacher Competencies
IDENTIFIERS- Australia

This report presents national standards and guidelines for initial teacher education in Australia. The report is the outcome of wide-ranging discussions conducted across Australia in 1996 as part of a collaborative project to develop standards and guidelines for initial teacher education. In 1997, the Advisory Committee completed a draft exposure of the report and released it to major stakeholder groups nationwide for feedback. The report presents a comprehensive array of qualities expected of new teachers. There are also program and organizational standards and guidelines. Part 1 of the report presents the National Standards and Guidelines for Initial Teacher Education in three sections. The first section outlines attributes of graduates considered necessary for effective beginning teaching and a successful teaching career. The two following sections indicate the normal expectations of institutions and their programs if they are to ensure the specified graduate standards. Part 2 of the report describes development and implementation of the National Standards and Guidelines. Part 3 of the report offers three appendixes with (1) organizations and individuals making written submissions, (2) organizations and individuals consulted, and (3) organizations that responded to the exposure draft of the standards and guidelines. (SM)

ED 419 804 SP 037 968

Reinken, Barbara J.
System of Collegiality: A Theory of Professional Collegial Relationships in Secondary Schools.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

practice fields. Yet methodological and theoretical issues associated with the transcription process have received scant attention in the research literature. The extant literature on transcription is reviewed across disciplines, and an empirical study of transcription as used by practitioners and researchers in training is reported. Five pairs of female graduate students in a language development class transcribed a book reading session with a mother and a child. Findings showed that participants' transcripts differed in layout, quantity, and type of elements of the interaction they transcribed, conventions they derived to represent those elements, and the consistency with which they applied the conventions. It was also found that transcription decisions were linked to interpretive consequences. It is concluded that transcription is theory-laden; the choices researchers make about transcription enact the theories they hold and constrain the interpretations they can draw form their data. As it has implications for the interpretation of research data and for decision-making in educational practice, transcription as a process warrants further investigation. (Contains 6 figures and 37 references.) (SLD)

ED 419 822 TM 028 397

Evans, Moyra; Lomax, Pam; Morgan, Helen
Transferring the Excitement of What Is Learned in a Community of Teacher Researchers to Classroom Communities of Pupils.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Cooperation; *Educational Change; Foreign Countries; Principals; Secondary Education; *Secondary School Teachers; Student Teachers; *Teacher Researchers; *Teacher Student Relationship
IDENTIFIERS- England

This paper focuses on the work of a teacher whose school-based action research was awarded a Post Graduate Diploma. The paper attempts to show how the excitement of what is learned in a community of teacher researchers is transferred to classroom communities of students. The story is told by the teacher, her deputy principal, a student teacher, and a university teacher educator and researcher. Action research has been encouraged at the Denbigh School, a comprehensive school with about 1,300 students aged 12 to 18, as part of its educational improvement efforts. The teacher in question, who had been a member of the Denbigh Action Research Group since its inception in 1992, wanted to apply the principles of action research to work with 18-year-olds (British sixth form) to make them more reflective in relation to their school lives so that they could be better students. The teacher's experience in facilitating this group led to a keener awareness of the issues that affected their learning, and resulted in changes to her teaching practice. For example, students reported having too few chances to talk with teachers individually about their work. This realization led to the establishment of student tutorials, which students have appeared to value highly. Organizing learning and development for the teacher resulted in organization of learning and development for students that better suited their needs. (Contains 34 references.) (SLD) autonomous as they are being given some responsibility for providing high quality education, the supervision of educational quality is carried out by a corps of inspectors, and educational quality is judged by certain standards of attainment. Schools themselves are responsible for designing their own policy plan and vision, while the government concentrates on controlling and assessing the results of education. Self-evaluation is necessary in order that schools can carry out their own policies within the overall framework of Flemish education. At the macro level, an encouragement policy can be set up that will prompt schools toward self-evaluation within the framework of quality control. At a "meso" level, school management can support self- evaluation under the leadership of the principal. Linked to encouragement of self-evaluation at the meso level are activities of the government's counseling services for school administrators. In-service teacher training can encourage self-evaluation in the schools. Experienced teachers will probably be the driving force behind school self-evaluation, but there is a place in teacher education for the self-evaluation concept. (Contains 28 references.) (SLD)

ED 419 841 TM 028 417

Lai, Mei Kuin; Townsend, Michael
Coordinating Social and Academic Goals.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Coordination; *Educational Objectives; Foreign Countries; *High School Students; High Schools; Sex Differences; *Social Development; *Student Attitudes
IDENTIFIERS- *Strategy Choice

The aim of this study was threefold. First, to investigate the strategies adolescents use to coordinate conflicting social and academic goals in situations where these conflicting goals varied in urgency. Second, to examine the importance of social versus academic goals in such situations, and third, to examine the effects of gender and academic achievement on strategy choices and goal importance. Senior high school students (n=51) were required to indicate the strategies they would use to solve four hypothetical dilemmas involving conflicts between an academic goal (completing an assignment) and a social goal (going to a party). Some of these students (n=20) were also interviewed. Results revealed that students chose strategies that allowed them to fulfill both goals. They perceived social goals to be more important than academic goals. The urgency of the academic goal, rather than the urgency of the social goal, affected the types of strategies students would choose, as well as students' perceptions of how important the two goals were. These results were not influenced by academic achievement, and only minimally influenced by gender. (Contains 15 references.) (Author/SLD)

ED 419 842 TM 028 418

Haley, Kathleen
Watkins-Farnum Revisited: Application of Modern Test Theory to

ED 419 859 UD 032 332

Taylor, Ronald D.; Roberts, Debra
Kinship Support and Maternal and Adolescent Well-Being in Economically Disadvantaged African-American Families. Publication Series No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Youth; Child Rearing; Disadvantaged Youth; *Economically Disadvantaged; *Family Relationship; *Kinship; Models; Mothers; Parenting Skills; *Social Support Groups; Urban Schools; *Well Being
IDENTIFIERS- Mediating Factors

This study tested a conceptual model developed to explain the link between kinship support and the psychological well-being of economically disadvantaged African-American adolescents. The relationship of kinship support with both maternal and adolescent well-being and mothers' child-rearing practices was assessed in 51 African-American families whose incomes placed them at or below the poverty threshold. Findings revealed that kinship social support to mothers/female guardians was positively associated with adolescent psychological well-being, maternal well-being, and more adequate maternal parenting practices (acceptance, firm control and monitoring of behavior, autonomy granting). Maternal well-being and more adequate maternal parenting practices were positively related to adolescent well-being. Evidence of the mediational role of maternal well-being and parenting practices was revealed. When the effects of maternal well-being and parenting practices were controlled, significant relationships between kinship support and adolescent well-being were no longer apparent. (Contains 3 tables, 3 figures, and 43 references.) (Author/SLD)

ED 419 860 UD 032 333

Wang, Margaret C.; Haertel, Geneva D.; Walberg, Herbert
Educational Practices and Policies That Promote Achievement. Publication Series No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attitudes; Educational Assessment; Educational Change; Educational Policy; *Educational Practices; Learning; *Performance Factors; *Researchers; *Standards; Surveys; Tables (Data); *Teachers

This paper identifies research findings from a study on researcher and practitioner views of the relative effects of policies and practices on learning and the degree to which the implementation of what they view as important policy and practice influences on learning can be assessed and can serve as a basis for educational reform. It was designed to compile a database on research findings, expert knowledge, and educators' judgments and aimed to identify implementation standards for the delivery of standards-based reforms. A framework of 228

ED 419 875 UD 032 350

Bilyk-Glancy, Joanne; Caison, Shelia; Campbell, Melissa; Carlton, Chris; Dobbins, Mike; Menkhaus, Lisa; Nappi, Beth; Payne, Sue; Rankaitis, Peter; Sutton, Arthur; Wisted, Nancy
Best Practices in Prevention: A Curriculum on Alcohol, Tobacco and Other Drugs, and Violence. Grades 6 and 7. Drug Education Component. Project Oz.
SPONS. AGENCY- Illinois State Dept. of Alcoholism and Substance Abuse, Springfield.
PUB DATE- 96
NOTE- 421p.; For other curriculum components in this series, see UD 032 348-350.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Alcohol Education; Cocaine; Drinking; Drug Abuse; *Drug Education; Grade 6; Grade 7; Health Education; Inclusive Schools; Intermediate Grades; Junior High Schools; Knowledge Level; Marijuana
IDENTIFIERS- Project Oz IL

Project Oz is a not-for-profit special services agency providing drug education and crisis intervention services. Project Oz curricula provide compact and well-researched information for teachers, supplemented by student learning activities that reinforce the lecture portions of the topic. These activities are grade-appropriate and incorporate visual, tactile, kinesthetic, and auditory learning styles. This curriculum is the drug education component for grades 6 and 7. Inclusion is emphasized both for special education students and as an aspect of the school that means students attend their home school with their age and grade peers and that teachers work with each other and families to create a sense of community in the classroom. Adaptations have been made to the curriculum to increase inclusion in its broadest sense, as well as to increase the inclusion of special education students. This drug education curriculum for grades 6 and 7 consists of several distinct elements that have been selected and arranged to give students factual information and the skills to cope with the pressures and issues that come with drug use issues. This volume focuses on factual information about drugs and AIDS. The following chapters are included: (1) "The Development of a Curriculum for Inclusive Classrooms"; (2) "Introduction"; (3) "Overview of Drugs"; (4) "Alcohol"; (5) "Fetal Alcohol Syndrome"; (6) "Helping Children of Alcoholics"; (7) "Tobacco"; (8) "Marihuana"; (9) "Inhalants"; (10) "Cocaine"; (11) "Steroids"; and (12) "AIDS." An accompanying volume contains a life skills development component to increase resistance to drug use. (SLD)

ED 419 876 UD 032 351

Bilyk-Glancy, Joanne; Carlton, Chris; Dobbins, E. Mike; Fisher, Barbara; Menkhaus, Lisa
Best Practices in Prevention: A Curriculum on Alcohol, Tobacco and Other Drugs, and Violence. Grades 4 and 5. Violence Component. Project Oz.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, IN.
PUB DATE- 96
NOTE- 286p.; For other "Best Practices" from this publisher, see UD 032 348-350.

*Urban Youth
IDENTIFIERS- *Graffiti

This manual is a comprehensive guide to identifiers of gang activities and memberships. The "People" and "Folks" concepts it uses represent the two main divisions of street gang affiliation. Gangs that belong to the "People" nation use the left side as an identifier, use a five-pointed star as an emblem, and claim affiliation with the "Latin King" or "Vice Lord" street gangs. Gangs in the "Folks" nation associate with the right side, use a six-pointed star, and claim affiliation with the "Disciples" street gang. The small number of gangs that claim no allegiance to either nation are usually loose knit organizations. The 7 sections of this guide contain over 700 photographs of gang symbols and gestures. The following sections are included: (1) "Gang List by Affiliation"; (2) "Terminology"; (3) "Handsigns/Manual Alphabet"; (4) "Basic Identifiers"; (5) "Graffiti"; (6) "Cross Reference Symbol Chart"; and (7) "Alphabetical Gang Listing." (SLD)

ED 419 893 UD 032 370

Vogt, W. Paul
Tolerance & Education. Learning To Live with Diversity and Difference.
PUB DATE- 97
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Differences; Curriculum Development; *Diversity (Student); Educational Practices; Educational Research; Elementary Secondary Education; Higher Education; Multicultural Education; *Role of Education; *School Role; Tables (Data); *Teaching Methods
IDENTIFIERS- *Tolerance

The main theoretical aim of this book was to determine whether education fosters tolerance, as much as research indicates, and to study how tolerance is learned in colleges and schools. Because the research reviewed and synthesized in this book identifies several ways in which the link between education and tolerance occurs, practical suggestions for educators can be built on these research findings. Defining tolerance is the main business of Chapter 1. In addition to developing definitions, Chapter 1, "What Is Tolerance?," looks at the complex history of tolerance. Chapter 2, "Should We Teach Tolerance?," explores the reasons schools should teach tolerance. Abundant evidence, reviewed in Chapter 3, "Does Education Really Foster Tolerance," shows that tolerance can be taught and that people who have had different experiences express different amounts of tolerance. There is evidence that tolerance is associated with schooling, and Chapters 4, "How Does Education Promote Tolerance Indirectly," and 5, "Can We Teach Tolerance Directly?," identify four forms or processes of learning by which education can promote tolerance; two are formal: special instruction and general cognitive development as promoted by the curriculum and two are informal: intergroup contact in schools and students' personality development as fostered by schooling. Chapter 6 considers the implications for research and provides specific recommendations for practitioners who hope to foster tolerance. Chapter 7 draws some conclusions about how to organize research so as to increase the understanding of the links between education and tolerance. (Contains 16 tables, 17 figures, and references.)

multiply desired results. NDTYI focused on several target audiences that were involved in the project's development and implementation, including administrative leaders responsible for both designing new institutions and restructuring institutions, and policy makers for higher education. In order to fulfill its goals, NDTYI had to develop an innovative design process and viable design specifications. This report is organized based on the design elements, with each chapter discussing one element in the process. The first chapter provides an introduction to the project's goals and implementation. The remaining chapters discuss the NDTYI's design elements, which include the context, signature, outcomes, process, organization, partnerships, staff and development, environment, finance, celebration, and transitions to new designs. Appendices include a list of the designers, national design group meeting agendas, and contacts for illustrations of new designs. Contains 286 references. (YKH)

ED 419 568 JC 980 259

Holton, James M.
Whatever Happened to the Class of 1994? A Three-Year Longitudinal Study of Traditional Freshmen Entering Frederick Community College in the Fall 1994 Semester.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Preparation; College Role; College Students; *Community Colleges; Educational Attainment; Enrollment; *High School Graduates; *Organizational Effectiveness; School Community Relationship; School Holding Power; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Frederick Community College MD; Frederick County Public Schools MD

Traditional freshmen, or first-time students who enter college immediately after graduating high school, represent the largest identifiable group of students within Frederick Community College's (FCC) student body. They are afforded a considerable amount of resources from college staff, and for them the college follows various measurements of college-readiness, academic success, retention, graduation, and transfer success. Often, when members of the community and others unfamiliar with the diverse nature of community college enrollment draw conclusions about the quality of students who attend FCC and the measures of outcomes success, they focus on the aspects of these traditional students. Their success is viewed by many in the community as a vital means of assessing FCC's institutional effectiveness. In order to add to the knowledge base surrounding its traditional freshmen, FCC conducted this three-year longitudinal study on the 494 high school graduates who enrolled for the fall 1994 semester. Its focus was on the relationship between enrollment and successful completion of required developmental courses and retention, attrition, and the attainment of certain measurable outcomes. Contains 52 data tables and eight graphs. (EMH)

ED 419 569 JC 980 260

Holton, James M.
High School Course Choice, Performance and Readiness for College. Frederick County Public High Schgool Graduates Enrolling at

DESCRIPTORS- Adolescents; Birth Weight; Breakfast Programs; Child Abuse; Child Welfare; *Children; Demography; Early Parenthood; Federal Programs; Health Insurance; Infant Mortality; Lunch Programs; Prenatal Care; *State Norms; Statistical Surveys; Violence; Welfare Recipients; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- United States; Women Infants Children Supplemental Food Program

This report from the Children's Defense Fund lists statistics on child and youth well-being for each of the states and the United States as a whole. Statistics are provided in the following categories: (1) children participating in federally subsidized programs (including Title 1 Education for the Disadvantaged, bilingual education programs, Individuals with Disabilities Education Act (IDEA) programs, Head Start, Supplemental Security Income, federal foster care, adoption assistance, Aid for Dependent Children; food stamps, and child support); (2) National School Lunch Program; (3) School Breakfast Program; (4) Women, Infants, and Children Food Program; and (5) Every day in specific state , which provides statistics on infant mortality, suicide, murder, deaths by guns, prenatal care, low birth weight, teenage mothers, unmarried mothers, abuse and neglect, and health insurance. (EV)

ED 419 587 PS 026 460

Children in the States Data Book, 1998.
PUB DATE- 98
NOTE- 115p.; For 1997 Data Book, see PS 026 459.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Support; Child Welfare; *Children; Day Care; Demography; Early Childhood Education; Early Parenthood; Economic Status; Employed Parents; Federal Programs; Foster Care; Health Insurance; Infant Mortality; Mothers; Poverty; Prenatal Care; *State Norms; Statistical Surveys; Tables (Data); Violence; Welfare Recipients; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- United States; Vaccination; Women Infants Children Supplemental Food Program

This data book from the Children's Defense Fund includes statistics on a range of indicators that measure critical aspects of children's lives in each of the states and the United States as a whole. Statistics are provided in the following categories: (1) population and family characteristics (number of children under age 18 and age 6, number of children between ages 6-17, children in foster care, births to unmarried mothers); (2) economic security and federal program participation (median income, change in welfare recipients, food stamps, women, infants, and children (WIC) program, children who are poor, percent collection of child support); (3) health and disabilities (prenatal care, low birth weight, infant mortality, immunizations, health insurance, Medicaid, Individuals with Disabilities Education Act (IDEA) program, Supplemental Security Income (SSI) program); (4) child care and early childhood education (mothers in labor force with children under 6 and under 17, Head Start, extended-day school programs, licensed child care centers, regulated family or group care homes); (5) youth development (teen birth rate, deaths from guns, unemployment rate); and (6) Every day in specific state , which presents statistics such as "Every day in America 14

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Family Caregivers; *Family Characteristics; *Family Financial Resources; *Family Income; Family (Sociological Unit); *Family Work Relationship; Foreign Countries; Home Management; Labor Force
IDENTIFIERS- *Canada

This report is intended to increase awareness of the connections between two central spheres of social activity--work and family. Complementing the conventional analyses of the labor force in terms of economic sectors, educational requisites, age and income distribution, the report also presents an analysis of the family circumstances of the individuals who work each day. While the economy is conventionally assessed in terms of dollars, this report translates dollars into hours, revealing how much time is devoted to making a living, and how much is left over for living a life with one's family. Part one of the report presents a brief portrait of Canadian families and how they have changed over time. Part two examines families' financial resources, highlighting roles as consumer, accountant, and budget maker, and describing struggles to make ends meet. Part three looks at the work families do as child care providers, while part four takes a more general look at families in the labor force, emphasizing the significance of earnings as the primary source of family incomes; changes in the ways families make a living are addressed. Charts and graphs presenting statistical data are included. (JPB)

ED 419 606 PS 026 514

Christner, Anne Marshall, Ed.
Measuring Outcomes in Children's Services.
PUB DATE- 98
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Attention Deficit Disorders; Autism; Behavior Disorders; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Delinquency; Depression (Psychology); Eating Disorders; Emotional Disturbances; *Evaluation Methods; Juvenile Justice; Measurement Techniques; Mental Disorders; Mental Health; *Program Evaluation; Quality Control; Runaways; Sexuality; Special Education; Substance Abuse; Suicide; Truancy; Welfare Services
IDENTIFIERS- Child Protection; Outcome Oriented Evaluation; Risk Taking Behavior

Outcomes evaluation can provide program managers and clinical directors in child welfare, juvenile justice, child mental health, and child protective services the necessary tools for program quality assurance and accountability. This guide describes the outcomes evaluation process and provides a summary of articles and reports detailing current findings and tools used in outcomes evaluation. Following the initial chapter on planning an outcomes system and the importance of cultural competence for designing evaluations, the guide is organized according to disorders or problem classification: (1) anxiety disorders; (2) attention-deficit hyperactivity disorder, including behavioral interventions and

Perspective" (Johnson); and (14) "Family Adaptatior to Diabetes: A Model for Intervention Research" (Wysocki, White, Bubb, Harris, and Greco). Each of the chapters contains references. (HTH)

ED 419 624 PS 026 569

Bullock, Janis R.
Loneliness in Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Early Childhood Education; Emotional Problems; Friendship; Interpersonal Competence; Interpersonal Relationship; Intervention; *Loneliness; Observation; Peer Acceptance; *Peer Relationship; *Rejection (Psychology); Social Development; Social Isolation; *Teacher Role; *Young Children
IDENTIFIERS- ERIC Digests; Social Skills Training

Loneliness is a significant problem than can predispose young children to immediate and long-term negative consequences. This Digest presents an overview of loneliness, with suggestions for practitioners on how they can apply the research in early childhood settings. Children who feel lonely often experience poor peer relationships and feelings of sadness, malaise, boredom, and alienation. Factors that contribute to feelings of loneliness in young children include a family move, conflict within the home or the divorce of parents, rejection by peers, and lack of social skills. By asking children about their feelings and through careful observation, teachers can gain insights into children's loneliness. Teachers can focus on a number of different areas that may suggest signs of loneliness, including whether the child appears timid or anxious and whether the child is rejected by playmates. Children are rejected for many reasons, and teachers will need to assess the circumstances that seem to lead to the rejection. Children who are aggressive report the greatest degrees of loneliness. Teachers can point out the effects of the child's behavior on others, show the child how to adapt to the ongoing play, or help the child to clearly communicate feelings and desires. Children who are neglected or withdrawn also report feelings of loneliness. If children lack certain skills, the teacher can focus on giving suggestions that the child can implement. Children who are victimized by others believe that school is an unsafe and threatening place, and often express a dislike for school. Teachers can provide firm but supportive suggestions to the aggressor. Teachers can also think about how the curricula might be helpful to a child who is feeling lonely; they can also develop close relationships with children and communicate with their primary caregivers to gain valuable insights and guidance. (LPP)

ED 419 625 PS 026 570

Brophy, Jere
Failure Syndrome Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; *College Programs; Educational Strategies; Experiential Learning; Foreign Countries; Higher Education; Leadership; *Outdoor Education; Program Administration; Risk Management
IDENTIFIERS- *Outdoor Recreation; Trip Planning

This proceedings contains 21 papers and panel summaries from the 1997 International Conference on Outdoor Recreation and Education. Introductory items include conference highlights, history, and schedule overview. Entries are: "Outdoor Leadership 2000" (Simon Priest); "Permits To Operate: Doing What We Do with the Proper Authority--USA Context" (Stefan J. Jackson); "Case Studies in Wilderness Medicine, the Sequel" (Shana Lee Tarter, Melissa Gray); "Politics and Outdoor Recreation" (Myrna Johnson); "Defending the Legitimacy of Outdoor Recreation Programs on College and University Campuses" (Art Jones); "Wilderness Medicine: Considerations of Adventure Travel in Tropical Areas of Latin America" (Brent Cochran); "Experiential Learning Study through Outdoor Excursions" (Thomas M. Hover, Clay Chivers); "Academics & Campus Recreation: A Win-Win Collaborative" (Rick Harwell); "Miami Bound: Issues in Transition" (Russell E. Parks); "Teaching Avalanche Safety Courses: Instructional Techniques and Field Exercises" (Ron Watters); "Adding Value through Program Integration: A Kayaking Model (Rental, Retail, Repair, Clinics and Outings)" (Raymond Poff); "1997 State of the Outdoor Industry Report" (Dave Secunda); "Permits To Operate: International Context" (Craig Mackey); "Risk Management Practices of University Based Adventure Programs" (Todd M. Bauch); "Ecotourism and International Park Protection? The Potential for Educating Outdoor Recreation Participants" (Michael G. Huffman, James E. Fickle); "Training and Development: Motivating Excellence!" (David J. Webb); "Climbing Walls: From Form to Function" (Tim J. Moore); "Accreditation for Indoor Climbing Facilities" (Peter Mayfield); "Computerized Programs for Your Trips, Classes & Equipment Rental" (Georgi Baird); "Actual Risk and Perceived Risk: Implications for Teaching Judgement and Decision-Making to Leaders" (Steven P. Guthrie); and "Essay: Changing Times in Outdoor Recreation" (Ron Watters). (SV)

ED 419 642 RC 021 505

Jackson, Stefan J.
Permits To Operate: Doing What We Do with the Proper Authority--USA Context.
PUB DATE- 97
NOTE- 6p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Federal Regulation; *Land Use; *Outdoor Activities; *Public Agencies
IDENTIFIERS- Outdoor Recreation; *Permits; *Public Lands; Regulatory Agencies

This paper discusses how outdoor recreation and education personnel can work with the laws, regulations, patterns, and

ED 419 660 RC 021 536

Navarro, Armando
Mexican American Youth Organization: Avant-Garde of the Chicano Movement in Texas.
PUB DATE- 95
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; Change Agents; Demonstrations (Civil); Empowerment; Mexican American History; *Mexican Americans; Organizations (Groups); *Political Power; Politics; Racial Relations; School Boycotts; *Social Action; *Social Change; Social Discrimination; *Youth
IDENTIFIERS- *Chicanos; Social Movements; *Texas

Among the protest movements of the 1960s, the Mexican American Youth Organization (MAYO) emerged as one of the principal Chicano organizations seeking social change. This in-depth study of MAYO is based on interviews, letters, diaries, position papers, participant observations, and secondary sources such as newspapers and articles. The introduction presents an overview of theories on social movements and a paradigm of exogenous (external) and endogenous (internal) etiology of the Chicano movement. Exogenous factors included the Civil Rights, New Left, Antiwar, and Black Power movements, as well as the War on Poverty. Chapter 1 analyzes the historical endogenous antagonisms that played a significant role in fostering the climate for change necessary to produce the Chicano Movement, the Chicano Youth Movement (CYM), and MAYO. Chapter 2 analyzes the historical antecedents of the CYM (1920-30), the emergence of the Mexican American Movement in the late 1930s to its demise in 1952, changing conditions following World War II, and the early 1960s. Chapter 3 introduces MAYO as an organization: its creation, purposes, goals, ideology, protest strategies and tactics, structure, leadership, gender factor, and use of its own newspapers. Chapter 4 examines MAYO's educational reform agenda and presents case studies of 3 of the 39 school boycotts in which MAYO was involved. In chapter 5, MAYO's early social change activities, conference participation, and struggle to acquire resources are examined. Chapter 6 reviews MAYO's political empowerment agenda. Chapter 7 analyzes how MAYO's success in forming the Raza Unida Party led to its demise. An epilogue highlights MAYO's orientation and explains its contributions to Texas and Chicano political history. Four appendixes include "El Plan Espiritual de Aztlan," MAYO membership requirements, the Crystal City School Walkout demands, and "El Plan de Del Rio." Contains references in notes and an index. (SAS)

ED 419 661 RC 021 537

Hills, Gordon H.
Native Libraries: Cross-Cultural Conditions in the Circumpolar Countries.
PUB DATE- 97
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alaska Natives; American Indian Education; American Indians; Biculturalism; Canada Natives; Community Control;

DESCRIPTORS- *Concept Formation; *Concept Mapping; Constructivism (Learning); Educational Strategies; Epistemology; Higher Education; *Knowledge Representation; *Preservice Teacher Education; Reflective Teaching; Scientific Methodology; Secondary Education; *Secondary School Science; *Teacher Education Curriculum
IDENTIFIERS- Conceptual Change; Nature of Science

This paper reports on the analysis of concept maps of the nature of science constructed by preservice secondary science teachers during a semester-long reflective process. During the 16-week fall semester of 1996, 17 students were enrolled in a 5-credit course. After analyzing all students' concept maps, students were classified as either good mappers or poor mappers. Two students were selected to investigate conceptual development and change from their initial concept maps to their final reflection paper. These case studies reveal some issues that need to be sorted out, including: (1) students did not revise their concept maps over the semester; (2) the issue of the value of science remained unsettled; (3) students focus more on the instability of scientific knowledge rather than on its stability; and (4) few students integrate the scientific assumptions discussed in class into their concept maps or papers. These findings have the potential to inform understanding of how to prepare science teachers. Contains 19 references. (DDR)

ED 419 679 SE 061 389

Howse, Melissa A.
Student Ecosystems Problem Solving Using Computer Simulation.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Computer Simulation; *Computer Uses in Education; *Ecology; *Environmental Education; *Heuristics; Higher Education; Learning Strategies; Models; *Problem Solving; Science Education; Systems Approach
IDENTIFIERS- Problem Posing

The purpose of this study was to determine the procedural knowledge brought to, and created within, a pond ecology simulation by students. Environmental Decision Making (EDM) is an ecosystems modeling tool that allows users to pose their own problems and seek satisfying solutions. Of specific interest was the performance of biology majors who had taken one ecology course at the university 300 level as they manipulated the amounts of living components until they understood the objects and processes involved. Results should allow the construction of a model for novice problem solvers, a first step in understanding how teaching and learning using ecosystems problems can best proceed. Fifteen students were given a pond scenario and asked to think aloud as they posed and solved problems using EDM. Sixteen meaningful problems available in the simulation were identified. An idealized pattern of searching through the problems was used as a template for analysis. This pattern involved building one entity into the simulation at a time and running three or more iterations of a given system, changing only one entity at a time. None of the participants explored all of the problems, but all explored some of the problems. Participants varied greatly with regard

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Analysis; *Chemistry; *Consumer Education; Educational Strategies; General Science; *Hands on Science; Medicine; Partnerships in Education; Relevance (Education); *Science Activities; Science Curriculum; Science Education; Secondary Education; Teaching Guides

This monograph focuses on chemistry at the pharmacy and enables teachers to introduce their students to the concepts and processes of industrial chemistry and relate these concepts to the consumer products students encounter daily. This teacher resource module is organized into sections that provide information on how to use the resource module, how to use the activities in the classroom, background information for teachers, and related activities and demonstrations. The activities and demonstrations include explorations of making a polymer foam, reactions and denaturation of common proteins, removing carbon dioxide from the blood, reactions with potato enzyme, sizing up DNA, paper chromatography of inks, separating molecules by gel filtration, components of an aspirin tablet, cost and mass analysis of different aspirin brands, and making aspirin and oil of wintergreen. (DDR)

ED 419 699 SE 061 426

Sarquis, Mickey, Ed.
Dirt Alert--The Chemistry of Cleaning. Hands-on Science Activities for Grades 4-12. Science in Our World, Volume Three.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 66p.; Developed in collaboration with Diversey Corp.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Cleaning; *Consumer Education; Educational Strategies; Elementary Secondary Education; General Science; *Hands on Science; Partnerships in Education; Relevance (Education); *Science Activities; Science Curriculum; Science Education; Teaching Guides

This monograph focuses on the chemistry of cleaning and enables teachers to introduce their students to the concepts and processes of industrial chemistry and relate these concepts to the consumer products students encounter daily. This teacher resource module is organized into sections that provide information on how to use the resource module, how to use the activities in the classroom, background information for teachers, and related activities and demonstrations. The activities and demonstrations include creating a window cleaning company, changing the properties of soap, lip balm, making a flavor, making a liquid hand soap, preparing and testing lard soap, how to clean cold surfaces, release agents, and sanitizing and disinfecting. (DDR)

ED 419 700 SE 061 427

Sarquis, Mickey, Ed.
Fat Chance--The Chemistry of Lipids. Hands-on Science Activities for Grades 4-12. Science in Our World, Volume Four.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 66p.; Developed in collaboration with Henkel Corp., Emery Group.

secondary school with that of students in 20 other countries, as well as the achievement of students taking physics and advanced mathematics courses with those in 15 other countries. Chapter 1 presents information about TIMSS. Chapter 2 draws from the results of all student assessments to describe how U.S. students performed in mathematics and science, whereas Chapter 3 focuses on the achievement of advanced students. Chapter 4 analyzes the context of learning in those countries included in the study. More detailed statistical data are presented in seven appendices. Contains 16 references. (ASK)

ED 419 718 SO 025 161

Beardsley, Donna A.
A Strategy from the Past in Cooperative Learning Still Useful Today.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Cooperation; *Cooperative Learning; *Experiential Learning; Group Activities; Grouping (Instructional Purposes); Learning Activities; Learning Strategies; Small Group Instruction; Student Participation; Teaching Methods; Teamwork

This paper reports on the work of Ransom A. Mackie, a scholar and instructor in Massachusetts under the mentorship of G. Stanley Hall, the prominent adolescent psychologist. Mackie published a book in 1920 which, along with further writings, outlines a cooperative learning strategy. Performance-based education and authentic assessment proponents could benefit from the use of Mackie's work. Mackie divides the strategy into the six roles of leader, critic, chairperson, class, teacher, and secretary. The paper outlines the role expectations for each of these members and describes the benefits to be gained from the shared learning experience of the group. The strategy is designed to encourage active participation, stimulate initiative and originality, correct misinformation, develop the ability to communicate, expand experiences, build knowledge, and offer students the opportunity to think, reason, judge, and make decisions. (EH)

ED 419 719 SO 025 619

Uram, Sandi
Art Portfolios: Elementary Assessment.
PUB DATE- 93
NOTE- 63p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Evaluation Methods; Grade 6; Intermediate Grades; Middle Schools; *Portfolio Assessment; Self Evaluation (Individuals); *Student Evaluation; Student Records; *Visual Arts

This report describes alternative assessment approaches to elementary visual art studies at an inner-city school in a large city in the Midwest. Sixth-grade neighborhood students participated in the study. Data revealed that sixth-grade students have spent little time on alternative assessment. Time each city providing contestants for a "college-bowl" type of activity. (EH)

ED 419 741 SO 028 773

Hayes, Wendy Pearl; Albaugh, Michelle Henderson; Lacey, Bill
Christendom: A Simulation of Medieval European Society, 600-1300.
PUB DATE- 91
NOTE- 183p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Christianity; Cooperative Learning; Decision Making; Elementary Secondary Education; Foreign Countries; Learning Strategies; *Medieval History; *Middle Eastern Studies; Religion; Simulation; Social Studies; Teaching Guides; Teaching Methods; Western Civilization; World History
IDENTIFIERS- *Europe; Israel

This simulation allows students to experience what it was like to live in the medieval world. For three or four weeks, the classroom becomes a manor, a castle, a monastery, a town, or an army en route to Jerusalem to recapture the Holy Land from the Muslim hordes. The phases of the unit include: (1) feudalism; (2) manorialism; (3) knighthood; (4) monastery; (5) crusades; (6) guilds; and (7) tapestry. Each stage of play involves completion of tasks related to the topic. The culminating activity has students creating a "broad canvas" of their studies. Suggestions are included for modifying the unit for shorter periods of time. (EH)

ED 419 742 SO 028 774

Staneart, Chuck; Baral, Wanda
Romans: A Simulation of the History and Culture of Ancient Rome.
PUB DATE- 92
NOTE- 194p.; For other items in the "Interact" series, see SO 028 760-778.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Cooperative Learning; Decision Making; Foreign Countries; Learning Strategies; Secondary Education; Simulation; Social Studies; Teaching Guides; Teaching Methods; *Western Civilization; World History
IDENTIFIERS- *Italy (Rome); *Roman Civilization

This simulation allows students to learn about and participate in many of the aspects of ancient Roman life that have influenced present institutions and way of life. The phases of the unit include: (1) "Daily Life"; (2) "Forum of Roma"; (3) "Temple of Apollo"; (4) "Pax Romana"; (5) "History/Mystery: 'Who Killed Mama Roma?'"; (6) "Circus Maximus" and (7) "Banquet." Each stage of play involves completion of tasks related to the topic. The culminating activity has students creating a banquet for the winning "gen" (team) who are declared the "Grand Gen of Rome." Students compete against each other in gens while making decisions about how they will execute the choices they have underrepresented and undeserved artistically talented students in rural schools and help achieve equal access in selecting students from all walks of life for visual arts programs for students with high abilities. The report contains four parts. Part 1, "Introduction," is an overview of the purpose of Project ARTS and it also provides a Project ARTS Site personnel list. Part 2, "Identification," includes identification programs and instruments, local measures and criteria, research data pertaining to achievement and the arts, gender and age. it also includes references and identification forms used in Indiana, New Mexico and South Carolina. Part 3, "Curricula," covers community based art education and curricula outcomes at all sites and also includes references and examples in the same three states. Part 4, "Assessment," reviews community based authentic assessments that support art talent development in rural communities, authentic assessments used at Project ARTS sites and references. Also included are assessments and assessment forms for the three states. (EH)

ED 419 766 SO 028 910

Sylvester, Diane; Wiemann, Mary
Mythology, Archaeology, Architecture. Learning Works Enrichment Series.
PUB DATE- 82
NOTE- 115p.; Illustrated by Bev Armstrong.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancient History; *Archaeology; *Architecture; Built Environment; *Decision Making; Elementary Education; Gifted; Global Education; Multicultural Education; *Mythology; Problem Solving; *Social Studies; *Thinking Skills

The activities in this book have been selected especially for gifted students in grades 4 through 8. They are designed to challenge and help students develop and apply higher-level thinking skills. The activities have been grouped by subject matter into mythology, archaeology, and architecture. The mythology section includes Chinese, Eskimo, Hispanic, Irish, Iroquois, Japanese, Norse, and Polynesian myths. The archaeology section provides activities to: (1) acquaint children with some of the archaeological discoveries made around the world; (2) make students aware of some of the scientific theories and procedures on which the field is based; and (3) help students develop observational and problem-solving skills needed by archaeologists. The architecture section gives children an opportunity to examine some of the ways in which animals and humans have met the fundamental need for shelter. (EH)

ED 419 767 SO 028 916

Wilkens, Craig, Ed.
El Salvador: Conflict and Change: A Secondary Curriculum.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

making. These teachers participated in supervision of student teachers and were part of various professional organizations. They tended to volunteer for professional responsibilities. They all had a strong personal sense of efficacy and demonstrated their commitment to professional study by enrolling in advanced degree programs. Some teachers exhibited over-confidence. Overall, the teachers distinguished themselves in ways considered unusual for their level of experience. An appendix presents a table that describes novice teachers' activity. (Contains 22 references.) (SM)

ED 419 787 SP 037 951

Kaye, Candace; Ragusa, Giselle
Boal's Mirror: Reflections for Teacher Education.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Constructivism (Learning); *Critical Thinking; Diversity (Student); *Drama; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Reflective Teaching; *Social Influences; Student Participation; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This study investigated the use of Augusto Boal's model of participatory theater to analyze complex social issues within the context of teacher education coursework. Augusto Boal was the originator of the Theatre of the Oppressed. The study examined the multicultural realities of school and evaluated students' use of Boal to discover further potential for using his theater. Students were introduced to Boal's theater for three reasons: to examine various solutions to societal questions found in schools; to develop critical thinking strategies for classroom dilemmas; and to articulate diversity in perspective taking. Students (1) kept reflective journals that responded to educational issues presented by readings, classroom discussions, and observations; (2) participated in various classroom activities that developed critical thinking strategies (e.g., simultaneous dramaturgy, image theater, and theater as discourse); and (3) used a constructivist model for working with Boal's theater in the classroom. The process allowed students to assess their choice of roles (either spectator or participant) in the multicultural drama found in the reality of school life. As a result of the participatory experience, authors and students could reflect within a safe environment about what makes the world a place to live and be happy in, rather than just a vast market in which people sell their goods. The authors concluded that encouraging the participatory theater process allows for the potential of endless reflection concerning perspective taking, posing questions, and examining solutions. (Contains 10 references.) (SM)

ED 419 788 SP 037 952

Reeve, Richard; Lamon, Mary
Factors to be Considered: Overlapping Communities of Inquiry and a Knowledge-Building Classroom.
PUB DATE- 98

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; *Context Effect; *Educational Environment; High Schools; *Interpersonal Competence; *Secondary School Teachers; Teacher Attitudes; Teacher Characteristics; *Teacher Collaboration

This paper explores high school teachers' professional collegial relationships, exploring teachers' perceptions of collegiality and contextual features that affect collegial relationships. The study involved 36 volunteer teachers from two urban midwestern high schools who completed a semi-structured interview. The interview focused on teachers' perceptions of collegiality and contextual factors. The study also utilized data from the Center for Research on the Context of Secondary School Teaching. The study found that there was a difference between definitions of professional collegiality depending on who was doing the defining (teacher, researcher, or reformer). Teachers had cultivated a complex culture of collegiality within which collegial relationships developed. The teachers made decisions about potential colleagues based on cultural values, collegial etiquette standards, and individually developed personal characteristics of other teachers. Contextual features such as issues, forms of collegiality, and organizational characteristics affected the determination of collegial relationships. Self-interest and personal needs were an underlying factor as teachers made decisions about who, when, where, and how to engage peers in collegial relationships. The results suggest that both schools maintained a number of collegial groups which, together, functioned as a collegial system. (Contains 51 references.) (Author/SM)

ED 419 805 SP 037 969

Weiner, Lois
Albert Shanker's Legacy: A Critical Perspective.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collective Bargaining; Dissent; Elementary Secondary Education; *Labor Relations; *Politics of Education; Public Education; Social Action; Social Change; *Teacher Associations; Teachers; *Unions
IDENTIFIERS- *Shanker (Albert)

Albert Shanker headed the American Federation of Teachers for 22 years and was president of the New York City teachers union. Both organizations were transformed by his presence. Shanker altered the politics of education and teacher unionism. During his tenure, American political life encountered the birth of social movements challenging the nation's political underpinnings (e.g., civil rights, women's rights, and protests of the Vietnam war). The teacher union movement was reborn amidst intense political ferment that influenced the political culture of schools and teachers' self-conceptions. Shanker's reputation as a militant, combative unionist was earned when teacher unionism was a dynamic social movement. He had a reputation as an aggressive opponent of progressive social change. As the nation's political climate became more conservative over time, Shanker's opposition to progressive

ED 419 823 TM 028 398

Mundfrom, Daniel J.; Shaw, Dale G.; Thomas, Ann; Young, Suzanne; Moore, Alan D.
Introductory Graduate Research Courses: An Examination of the Knowledge Base.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Course Content; *Educational Research; *Graduate Students; Graduate Study; Higher Education; Hypothesis Testing; Institutional Characteristics; Introductory Courses; Knowledge Base for Teaching; *Knowledge Level; *Research Methodology

This study addresses the question, "What should graduate students know about research and statistics after completing an initial course?" Individuals who teach such courses at various Carnegie classifications of institutions were surveyed about the specific characteristics of an introductory graduate research course at their own institutions to see if a core of topics could be identified that was common to these courses. Responses were received from 80 institutions. Seventeen topics were identified that appear to comprise a knowledge base for this course across institutions. These topics may be described as those that deal with one's ability to understand and utilize research results reported in the literature. This core included topics such as the formulations of viable research problems and testable hypotheses, the scientific method, types of variables, types of research, null and alternative hypotheses, measures of center and dispersion, correlation coefficients, statistical significance, reliability, and validity, to name a few. Institutions differ, although not by much, on topics that do not comprise the common core. Mean ratings of importance for items not in the common core, most of which deal with technical aspects like inferential statistical procedures, were uniformly lower for masters' institutions, and somewhat lower for research institutions, than for doctoral institutions. Where institutions seem to differ most is in the degree to which topics of a more technical nature are addressed within the course and the extent to which such topics may be left for inclusion in followup courses. (Contains one figure, six tables and eight references.) (Author/SLD)

ED 419 824 TM 028 399

Ramseier, Erich
Cross-National Achievement Comparisons of Upper-Secondary Students: A Swiss Perspective.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Research supported by a grant from the Swiss National Science Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Preparation; Comparative Analysis; Cross

Music Performance Assessment.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; Evaluation Methods; Intermediate Grades; Junior High Schools; Middle Schools; *Music; *Performance Based Assessment; Pilot Projects; Scaling; *Test Theory
IDENTIFIERS- Hierarchical Models; Middle School Students; *Rasch Model

A study was proposed to determine to what extent a hierarchical structure exists in music and in tests used to measure music ability. The first research question was whether items in the Watkins-Farnum Performance Scale (J. Watkins and S. Farnum, 1954) (WFPS) form a hierarchy, so that early exercises (bars played) are generally easier than later ones. Another question was whether the items in the Clarinet Performance Rating Scale (CPRS) (H. Abeles, 1973) form a hierarchy of difficulty, and a third was the relationship between WFPS and CPRS scores. The application of the Rasch model to these measures of musical performance was explored. Rasch scaling would offer advantages in terms of ability estimates for music students taking the WFPS. Data from approximately 245 students for the WFPS, collected for another study, are to be used in the projected study, along with data from 50 clarinet players who will have scores on both the WFPS and the CPRS. In a pilot study involving 125 middle school students, Rasch analysis was applied to WFPS results, and data were, in general, a good fit to the model. These results suggest the suitability of the Rasch model for the proposed study. (Contains 4 figures and 12 references.) (SLD)

ED 419 843 TM 028 419

Koopmans, Matthijs
Application of HLM to the Evaluation of the Effects of Basic Skills Programs on Math Achievement.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Elementary Secondary Education; *Evaluation Methods; Mathematical Models; *Mathematics Achievement; Pretests Posttests; Program Evaluation; *Regression (Statistics)
IDENTIFIERS- *Hierarchical Linear Modeling; *Newark School System NJ; Stanford Achievement Tests

This paper discusses the application of Hierarchical Linear Modeling (HLM) to the evaluation of the effectiveness of Basic Skills programs in the Newark (New Jersey) school district. Whether HLM is able to handle regression effects in Basic Skills examination data is studied. The analysis uses data from the Stanford Achievement Tests for mathematics for grade 8 for 3 years (7,738 students). A comparison between HLM and a conventional pre- versus posttest design indicates that the influences on student learning was organized into 6 theoretical constructs and used to revise a survey previously developed to determine educational researcher and administrator attitudes. Of the total of 3,141 surveys mailed, 1,818 were returned. Results show substantial agreement between researchers' and administrators' views on the relative influences of educational policies and practices. Such consensus assures that a knowledge base of successful programs can be used to help improve academic achievement. Results suggest that instruction, curriculum, and school-wide practices have considerably stronger learning influences than federal, state, and district policies. Many highly influential practices and few highly influential policies can serve as promising candidates for educational reform since both researcher and administrator groups concur about their efficacy. Especially promising are the policies agreed on as high influence and highly assessable. Item influence and assessability ratings might be useful in identifying delivery standards, local program development, the development of accountability measures, monitoring program implementation, and identifying and designing outcomes for use in summative evaluation. (Contains 2 figures, 9 tables, and 28 references.) (SLD)

ED 419 861 UD 032 334

Stevens, Floraline I.
Opportunity To Learn Science: Connecting Research Knowledge to Classroom Practices. Publication Series No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Research; Elementary Secondary Education; Ethics; Instructional Effectiveness; Knowledge Base for Teaching; *Science Education; *Teacher Education; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Opportunity to Learn

Four variables have been identified by research as having a powerful influence on teachers' teaching practices and student learning. These are: (1) content coverage; (2) content exposure; (3) content emphasis; and (4) quality of instructional delivery. These four variables are important to the investigation of students' opportunity to learn science in U.S. classrooms. Current instructional practices systematically place certain groups of students at a disadvantage, and the goal of scientific literacy for all students cannot be met. Two models of learning, cooperative learning and constructivism, have been effective in helping poor and minority students to achieve. While there is an abundance of information about improving students' opportunity to learn, there is still a disconnection between research knowledge on improving academic achievement through addressing opportunity to learn and the implementation of knowledge in classrooms. Connecting this knowledge and practice is enhanced by the realization that teacher education makes a difference in producing the environment conducive for learning. In addition, teacher collaboration brings support for teachers to try new approaches. Teachers who are working in communities of professionals sustain change in classrooms. It is also apparent that teaching and learning must include teachers who are

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; *Conflict Resolution; Coping; Cultural Awareness; Drug Education; Educational Practices; *Elementary School Students; Grade 4; Grade 5; *Intermediate Grades; *Prevention; Safety; Stereotypes; *Violence
IDENTIFIERS- Project Oz IL

Project Oz is a not-for-profit special services agency providing drug education and crisis intervention services. Project Oz curricula provide compact and well-researched information for teachers, supplemented by student learning activities that reinforce the lecture portions of the topic. These activities are grade-appropriate and incorporate visual, tactile, kinesthetic, and auditory learning styles. This curriculum is the violence prevention component for grades 4 and 5. Inclusion is emphasized as an aspect of the school that means students attend their home school with their age and grade peers and that teachers work with each other and families to create a sense of community in the classroom. Adaptations have been made to the violence curriculum to increase inclusion in its broadest sense. "Best Practices in Violence Prevention" for grades 4 and 5 looks into various ways risks surrounding students can be diminished, and offers strategies and skills for dealing with everyday situations that may lead to violence. The curriculum consists of five distinct areas that have been selected to give students factual information and skills to cope with increased violence in the schools and society. These areas are: (1) "Coping with Anger"; (2) "Conflict Resolution"; (3) "Developing Friendships"; (4) "Keeping Yourself Safe"; and (5) "Tapestry of Cultures" (activities and information to increase student appreciation of diversity). Suggestions are given for implementing violence prevention in the entire school and in specific curriculum areas. Advice is offered for linking the curriculum with the community and making use of the resources available for teacher and student needs. (SLD)

ED 419 877 UD 032 353

O'Donoghue, Rosalie; Ragland, Mary
Collaborative Models To Promote Equity and Excellence for All Children.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Cooperation; *Educational Change; Educational Planning; Elementary Secondary Education; *Instructional Leadership; Models; Rural Schools; School Restructuring; Suburban Schools; *Teamwork; Technical Assistance; Urban Schools
IDENTIFIERS- *Accelerated Schools; Texas

This paper reports preliminary results of two models of school reform initiated in Texas during the summer of 1997. The Texas Accelerated Schools Model began with an intense 5-day training of school teams from schools that had completed a "buy-in" process, along with their external coach, The Schoolwide Planning Summer Institutes began with an intense 2-day planning institute in which school teams collaborated with support teams

(SLD)

ED 419 894 UD 032 371

Taylor, Robert Joseph, Ed.; Jackson, James S., Ed.; Chatters, Linda M., Ed.
Family Life in Black America.
PUB DATE- 97
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Culture; *Black Family; Demography; Disadvantaged Youth; Economic Factors; Elementary Secondary Education; *Family Life; *Life Events; Marital Status; *Racial Identification; Sex Differences; Stress Variables; Tables (Data); Urban Problems; *Urban Youth
IDENTIFIERS- African Americans; *National Survey of Black Americans

This volume draws on data from the National Survey of Black Americans (NSBA) to explore the condition of the black family in America. The first chapter provides a general introduction, and each of the other chapters presents additional information about the NSBA as it pertains to specific subsamples of NSBA respondents. The following chapters are included: (1) "Introduction" (Robert Joseph Taylor, Linda M. Chatters, and James S. Jackson); (2) "Recent Demographic Trends in African American Family Structure" (Robert Joseph Taylor, M. Belinda Tucker, Linda M. Chatters, and Rukmalie Jayakody); (3) "The Effects of Mate Availability on Marriage among Black Americans: A Contextual Analysis" (K. Jill Kiecolt and Mark A. Fossett); (4) "Gender, Age, and Marital Status as Related to Romantic Involvement among African American Singles" (M. Belinda Tucker and Robert Joseph Taylor); (5) "Life Stress and Psychological Well-Being among Married and Unmarried Blacks" (Verna M. Keith); (6) "Religious Involvement and the Subjective Quality of Family Life among African Americans" (Christopher G. Ellison); (7) "Multiple Familial-Worker Role Strain and Psychological Well-Being: Moderating Effects of Coping Resources among Black American Parents" (Ruby L. Beale); (8) "Informal Ties and Employment among Black Americans" (Robert Joseph Taylor and Sherrill L. Sellers); (9) "Families, Unemployment, and Well-Being" (Clifford L. Broman); (10) "Differences among African American Single Mothers: Marital Status, Living Arrangements, and Family Support" (Rukmalie Jayakody and Linda M. Chatters); (11) "Child Rearing, Social Support, and Perceptions of Parental Competence among African American Mothers" (Cleopatra Howard Caldwell and Lilah Raynor Koski); (12) "Strategies of Racial Socialization among Black Parents: Mainstream, Minority, and Cultural Messages" (Michael C. Thornton); (13) "Instrumental and Expressive Family Roles among African American Fathers" (Phillip J. Bowman and Tyrone A. Forman); (14) "Family Roles and Family Satisfaction among Black Men" (Robert Joseph Taylor and Waldo E. Johnson, Jr.); (15) "Living Arrangements of African American Adults: Variations by Age, Gender, and Family Status" (Andrea G. Hunter); (16) "Husbands, Wives, Family, and Friends: Sources of Stress, Sources of Support" (Harold W. Neighbors); and (17) "Changes over Time in Support Network Involvement among Black Americans" (Robert Joseph Taylor, Linda M. Chatters, and James S. Jackson). (Contains 50 tables, 4 figures, and references.) (SLD)

Frederick Community College.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Preparation; College Role; College Students; *Community Colleges; Educational Attainment; Enrollment; *High School Graduates; *Remedial Instruction; Student Characteristics; *Student Placement; Two Year Colleges
IDENTIFIERS- *Frederick Community College MD; Frederick County Public Schools MD; Maryland Higher Education Commission

The release of the first Student Outcomes and Achievement Report (SOAR) in 1994 by the Maryland Higher Education Commission revealed the degree to which the graduates of the state's high schools required remediation in higher education. SOAR suggested that at least one-half of all Maryland high school graduates entering the state's colleges and universities needed remediation before taking college-level courses. Since Frederick Community College (FCC) has a larger proportion of first-time freshman enrollment from local high schools than most other community colleges in Maryland, SOAR held great significance. To expand upon SOAR and to examine specifically the college readiness of students entering FCC from Frederick County public schools, FCC administered three placement tests to groups of students who shared characteristics based on course selection, academic achievement, and released time in the 12th grade year. Statistical tests were used to determine significant differences between the groups. Results indicated that those students who complete rigorous courses in English, social studies, math, science, and foreign language at high school levels of achievement have the greatest probability of being prepared for college. (EMH)

children are killed by firearms." Concludes with data sources. (EV)

ED 419 588 PS 026 463

Wazir, Rekha; van Oudenhoven, Nico
Access to Early Childhood Development: Strategies for Enhancing Social Integration.
PUB DATE- 98
NOTE- 12p.; Paper presented at the European Policy Conference on Early Childhood Education as a Structural Approach to Integrating Children and Families at Risk: A Challenge for Policy Makers (Amsterdam, Netherlands, April 23-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access To Education; At Risk Persons; Change Strategies; Disadvantaged Environment; *Early Childhood Education; Early Intervention; *Family Programs; Foreign Countries; *Public Policy; *Social Environment; *Social Integration; Social Isolation; Special Needs Students
IDENTIFIERS- Europe

Access to early childhood education and social exclusion are issues currently of importance for policy and program development in Europe. This paper explores links between early education access and social exclusion in regard to profound and rapid changes in Europe that are forcing families to find new ways to remain integrated within their communities and societies, and to prepare their children for adult lives. The paper argues that early childhood education can be an effective mechanism for promoting social integration and cohesion, particularly for socially excluded families. Access to early education could open doors to many other services, further integrating these families. Creating full accessibility should be given the highest political priority, but to reach the marginalized and excluded segments, public awareness would have to grow and strategies to improve access to services would need to be introduced. The paper then considers strategies centering on the client, program, policy and organization. The paper concludes by noting that the nature of services provided would also have to be scrutinized with respect to their suitability for supporting children at risk. (JPB) pharmacotherapy; (3) autism; (4) [illegible]ssion and suicide, focusing on preventing depression, treatment strategies, and suicide prevention; (5) eating disorders; (6) conduct disorders; (7) miscellaneous disorders, including severe emotional disturbance; (8) risky behaviors, including running away, truancy, and risky sexual behavior; (9) substance abuse; (10) juvenile delinquency; and (11) child abuse and neglect. Two types of articles are included: digests of journal articles, and field reports from programs and consultants working on outcomes evaluation. Each article contains the full citation and editor's notes pointing out strengths and weaknesses of the approaches used in the outcomes evaluation studies. (KB)

ED 419 607   PS 026 516

Holt, John
Teach Your Own: A Hopeful Path for Education. Third Edition.
PUB DATE- 97
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Attitudes; Elementary Secondary Education; *Home Schooling; Learning Processes; *Nontraditional Education; Parent Student Relationship; *Parents as Teachers; Politics of Education

Noting that children bear a natural curiosity and urge to learn about the world around them, and that the nature of compulsory schooling is at odds with this inclination, this book explores why parents remove their children from schools to teach them at home and provides step-by-step guidance for parents who want to home school their children. Following an introduction tracing the author's evolution in his own thinking about home schooling, the chapters of the book are: (10 "Why Take Them Out?"; (2) "Common Objections to Home Schooling"; (3) "Politics of Unschooling"; (4) "Getting Them Out"; (5) "Home Schoolers at Work"; (6) "Living with Children"; (7) "Learning in the World"; (8) "Living and Working Space"; (9) "Serious Play"; (10) "Learning without Teaching"; (11) "Learning Difficulties"; (12) "Children and Work"; and (13) "School Response." Chapters include anecdotes from parents who are home-schooling and students who were schooled at home. (HTH)

PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Failure; Achievement; Attribution Theory; Behavior Modification; Change Strategies; *Cognitive Restructuring; Cognitive Structures; Expectation; *Failure; Goal Orientation; Helplessness; Intervention; Low Achievement; Motivation; Personality Traits; Psychological Patterns; *Self Concept; *Self Efficacy; Student Improvement; Teaching Methods; Underachievement
IDENTIFIERS- ERIC Digests; Strategy Training

Students exhibiting failure syndrome approach assignments with low expectations of success and tend to give up at early signs of difficulty. This Digest delineates the nature of failure syndrome, suggests strategies for coping with failure syndrome students, and discusses how teachers can help. Some students, especially in the early grades, show failure syndrome tendencies as part of larger patterns of emotional immaturity. Most symptoms of failure syndrome, however, develop through social learning mechanisms centered around experiences with failure. Failure syndrome students need assistance in regaining self-confidence in their academic abilities and in developing strategies for coping with failure and persisting with problem-solving efforts when they experience difficulties. Many teachers use cognitive retraining strategies with these students such as attribution training, efficacy training, and strategy training. Research has found that other strategies teachers employ to help failure syndrome students include: encouragement and shaping strategies in responding to students, engaging in supportive behaviors, providing reassurance, and making personal appeals to the student to improve performance. More effective teachers appeared to place greater emphasis on insisting on better effort and seemed to have greater confidence that the improvements the student could achieve would be stable over time. Researchers have argued that students who developed an "entity" view of ability (seeing ability as fixed and limited) can benefit from direct training designed to shift them to an "incremental" view (seeing ability as something that can be developed through practice). Teacher behaviors that encourage incremental views of ability include: acting more as resource persons than as judges, focusing students more on learning processes than on outcomes, reacting to errors as natural and useful parts of the learning process rather than as evidence of failure, stressing effort over ability and personal standards over normative standards when giving feedback, and attempting to stimulate achievement efforts through intrinsic rather than extrinsic motivational strategies. (LPP)

vagaries of educational and institutional permitting on public lands in the United States. The difference between a permit and a management plan is defined: a permit authorizes a specific activity with restrictions of amount, duration, and other conditions; a management plan relates to group size and recognition of need. The interrelationships among legislation, interpretation, regulation, and agency discretion and at what point each can be challenged are outlined. The terms "commercial use," "outfitting," "guiding," and "educational use" are defined by Forest Service and Bureau of Land Management regulations. Considerations and recommendations for obtaining and maintaining permits include: knowing the agency's management plan; knowing the area, its problems and recreational use pressures; utilizing personal contacts; working with adverse local parties; requesting reconsideration of permit denial; and getting involved in the management planning process for the areas where the group wishes to operate. (SAS)

ED 419 643   RC 021 506

Tarter, Shana Lee; Gray, Melissa
Case Studies in Wilderness Medicine, the Sequel.
PUB DATE- 97
NOTE- 6p.; In: Aventuras en Mexico: Proceedings of the International Conference on Outdoor Recreation and Education (ICORE); see RC 021 504. For related document, see ED 416 055.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accidents; Case Studies; *Decision Making; *First Aid; Leadership; *Medical Evaluation; Outdoor Education; Rescue; *Wilderness
IDENTIFIERS- *Emergency Medical Services

Five case studies illustrate evacuation decision making in a wilderness setting. The cases describe medical problems encountered during wilderness trips: (1) a hiker suffering from hypothermia; (2) a 49-year-old man with chest pains; (3) a 19-year-old woman with abdominal pain; (4) a young woman in anaphylactic shock; and (5) a teenager hit on the back of the head. In each case, the situation and facts are outlined, including the patient's vital signs, and at several points in the case's progression, the outdoor leader is asked to make an assessment and outline a plan and anticipated problems. Each case is followed by a debriefing that discusses the important points in the presenting problem and the signs that would call for immediate evacuation of the patient. (SAS)

Community Information Services; Cross Cultural Training; *Cultural Influences; Cultural Maintenance; Eskimos; Foreign Countries; Higher Education; Indigenous Personnel; *Indigenous Populations; *Library Development; *Library Education; Library Personnel; Literacy; *Public Libraries
IDENTIFIERS- Alaska; *Arctic; Canada (North); Cultural Change; Greenland; Library Community Relationship; Russia

This book draws on an extensive literature review and personal experience to examine cross-cultural issues in the development of libraries for Arctic indigenous communities. Although the book highlights circumstances in Alaska, its geographical scope is circumpolar, including Canada, Greenland, and the former Soviet Union and present-day Russian Federation. The main focus is the cross-cultural character of library development, the meeting of oral and written traditions, and the possibility of transforming concepts of a "library" and its services to reflect the wants and needs of Native communities. Other themes include library education for indigenous personnel, cross-cultural experiences and training of non-Native personnel, and the multicultural librarianship. Chapters are: (1) "Preservation and Continuity of Heritage: A Sampler"; (2) "The Subsistence vs. the Capitalist Culture: Subarctic Eskimos"; (3) "Oral and Written Traditions, Literacy, and the Native Orthographies"; (4) "Urbanization, Modernization, and the Migration to Cities"; (5) "Multiculturalism and Biculturalism: Native Library Progress in Canada and Greenland"; (6) "Imperial Russia, Revolutionary Russia, and 'Russia Reborn': Will Libraries Benefit Northern Nationalities?" (including source notes and annotated bibliography); (7) "A Potpourri: Culture Shock, the Author's Background, Multicultural Librarianship"; and (8) "Jobs and Library Education vs. Native Communities." Appendixes include a magazine article on Alaska village libraries, questionnaires used to survey 85 graduate library schools, and brief notes on Native library provision in northern Scandinavia. Also included are source notes, extensive bibliographies (partially annotated), and an index. (SV)

to awareness of their use of heuristics which was largely connected to their lack of systematic search. (Author/PVD)

ED 419 680 SE 061 391

Pitman, Barb; Braus, Judy; Asato, Lani
The Biodiversity Collection: A Review of Biodiversity Resources for Educators.
SPONS. AGENCY- Eastman Kodak Co., Rochester, NY.; National Fish and Wildlife Foundation.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Conservation Education; Curriculum Evaluation; *Ecology; Elementary Secondary Education; Endangered Species; *Environmental Education; *Instructional Material Evaluation; Learning Activities; *Resource Materials; Science Education; Skill Development; Water Resources; Wildlife
IDENTIFIERS- *Biological Diversity

This collection is designed to help educators find outstanding curricula, multimedia resources, and other educational materials that can enhance biodiversity teaching in a variety of settings. The curriculum materials were reviewed by teams comprised of classroom teachers, content experts, and environmental educators. The materials listed in this compendium received the highest ratings of those reviewed. The six characteristics used to evaluate the curriculum materials include fairness and accuracy, depth, emphasis on skills building, action orientation, instructional soundness, and usability. There are two major parts to this collection. The first part highlights 47 of the best supplementary curricula that focus on some aspect of biodiversity. Each entry includes a summary of the curriculum and information about grade levels, subject areas, author, publisher, and price. Each entry also includes comments specific to the six key characteristics and a few quotations from the reviewers' evaluation sheets that help summarize the review. The second part of the collection contains an annotated bibliography that features general background information, children's books and magazines, multimedia resources, web sites, and a variety of other resources focusing on biodiversity issues. Topics covered include wildlife, endangered species, wetlands, global warming, and marine biology. (PVD)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Consumer Education; Educational Strategies; Elementary Secondary Education; General Science; *Hands on Science; Partnerships in Education; Relevance (Education); *Science Activities; Science Curriculum; Science Education; Teaching Guides

This monograph focuses on the chemistry of lipids and enables teachers to introduce their students to the concepts and processes of industrial chemistry and relate these concepts to the consumer products students encounter daily. This teacher resource module is organized into sections that provide information on how to use the resource module, how to use the activities in the classroom, background information for teachers, and related activities and demonstrations. The activities and demonstrations include explorations of esters, making candles, candle investigations, making cleansing cream, preparing and comparing four soaps, surface tension, blowing bubbles, food colors in milk, emulsifying peanut or vegetable oil, properties of lubricants, and making "slime." (DDR)

constraints, a lack of curriculum addressing self-assessment, and the failure of educators to understand or appreciate the value of art for academic growth were revealed as areas of concern. Intervention strategies included revision of sixth-grade art curriculum with self-assessment pervading all lessons and creation of lessons that provided self-assessment awareness and the teaching of portfolio skills. Through the use of portfolios, students gained skills in self-reflection and metacognition, learned to set goals, and were able to document and observe personal growth in art. (EH)

ED 419 720 SO 027 122

A Study of the Holocaust, Student Readings. Third Edition.
PUB DATE- 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anti Semitism; *Bias; Foreign Countries; Ghettos; International Crimes; *Jews; *Judaism; Minority Groups; *Nazism; Secondary Education; Social Discrimination; Social Studies; World History; *World War II
IDENTIFIERS- *Holocaust

This book of student readings is intended to provide factual information on the Holocaust and help students understand the importance of individual choice and responsibility for the people of a free society. Topics covered include: (1) "Racism and Anti-Semitism in Germany"; (2) an excerpt from "Friedrich" by Hans Peter Richter (Holt, Rinehart & Winston, Inc., NY, 1979); (3) "Exclusion 1933-1939"; (4) "Separation and Ghettoization 1939-1944"; (5) "Rescue and Resistance"; (6) "Extermination 1941-1945"; (7) "Liberation and Reaction of the Free World 1945"; and (8) "Implications for Democracy and Universality of the Holocaust 1945 to the Present." An extensive glossary of events, people, places, and terms related to the Holocaust is included for student use. (EH) made in their exploration of Roman culture and history. Suggestions are included for modifying the unit for shorter periods of time. (EH)

ED 419 743 SO 028 775

Lacey, Bill

American History Activators (Early American History).

PUB DATE- 96

NOTE- 186p.; For other items in the "Interact" series, see SO 028 760-778.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cooperative Learning; Decision Making; Elementary Secondary Education; Learning Strategies; Simulation; Social Studies; Teaching Guides; Teaching Methods; *United States History; *World History

This document consists of a package of seven separately published "activities" or simulations that allow students to learn about and participate in many of the aspects of United States history that have influenced our present institutions and way of life. The seven units include: (1) First Americans Arrive: 11.000 BC; (2) Puritan General Court, 1650; (3) Middle Passage, 1753; (4) Mountain Man Rendezvous, 1837; (5) Slave Auction, 1854; (6) Cattle Drive, 1870s; and (7) Rough Rider Interviews, 1898. Each section involves completion of tasks related to the topic. Students compete against each other in teams while making decisions about how they will execute the choices they have made in their exploration of this aspect of United States history. Suggestions are included for modifying the unit for shorter periods of time. (EH)

(055)
DESCRIPTORS- Area Studies; Cultural Awareness; Foreign Countries; Geography; Global Education; Instructional Materials; *Latin American Culture; *Latin American History; *Latin Americans; Mexicans; *Multicultural Education; Secondary Education; Social Studies
IDENTIFIERS- *El Salvador

This curriculum emphasizes El Salvador's physical and human geography and involves students in active learning situations using critical and creative thinking skills. The seven lessons include: (1) "Why Study El Salvador?"; (2) "Where in the World Is El Salvador?"; (3) "Picturing El Salvador: Looking Beyond the Numbers"; (4) "Life and Land in El Salvador"; (5) "El Salvador: Negotiating Peace"; (6) "El Salvador: Decisions at Your Door"; and (7) "What's a Good Citizen To Do?" The extensive appendices offer numerous additional resources and teaching ideas. (EH)

ED 419 768 SO 029 006

Frese, Millie K., Ed.
Toys & Games.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Childrens Games; Elementary Education; Family History; Local History; Play; *Social History; *Social Studies; State History; *Toys
IDENTIFIERS- *Iowa

This issue focuses on "Toys and Games." Students are encouraged to explore games of the past, particularly from the early 1900s. Activities include playing games from the past and making toys. Feature articles describe toys and games through time, Iowa-made toys, ethnic games, how play imitates work, and how world events impact play. Several photographs are provided to illustrate past games and toys. (RJC)

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Air Transportation; *Computer Uses in Education; *Databases; Elementary School Science; Elementary School Students; Foreign Countries; Grade 5; Grade 6; *Inquiry; Intermediate Grades; *Knowledge Level; Physics; Science Education; Teaching Methods; World Wide Web
IDENTIFIERS- Canada; *Knowledge Development

This paper describes a 4-month discourse in Computer Supported Intentional Learning Environment (CSILE) databases and the resulting classroom curriculum to identify potential factors for consideration when implementing a knowledge-building environment utilizing overlapping communities of inquiry. The study was part of a larger study of fifth and sixth graders' classroom experiences in implementing CSILE at their school. The current research involved development, teaching, and learning related to students' study of the principles of flight over 4 months. While CSILE was used in the classroom, the Web version of CSILE was used to form a discourse community in the Knowledge Society Network, which included teachers, preservice teachers, researchers, and university physics students. Researchers collected several types of data. Document analysis included reading notes in collaborative CSILE databases and reviewing students' research projects. Documents were analyzed according to science content and level of student inquiry. Researchers conducted interviews with intern and classroom teachers. Results are presented according to how parents, teachers, students, and student teachers were involved and affected. Conclusions point to future research paths in the areas of: curriculum development and teacher contact with the deep domain principles; theories of lift and the junior science curriculum for flight; connecting experts to the classroom; modes of discourse and connections to learning; better understanding of learner motivation; and clarity around the goals of classroom learning and assessment. (Contains 16 figures and 25 references.) (SM) political causes and his public rejection of militant unionism won him the support of conservatives. His prominence as a teacher unionist and political figure rested upon his significant organizational skills and acumen. He had enormous control over policy and personnel, reinforcing his image as a powerful leader who spoke forcefully for teachers. He was presented the Medal of Freedom by President Clinton. Shanker's heirs have inherited his power without his moral and political claims to leadership of teacher's battles. His legacy may prove to be that he gained personal prominence by creating a tight organizational apparatus in a union susceptible to the same winds of change that swept John Sweeney's supporters into the AFL-CIO and Albert Shanker's collaborators out. (Contains 36 references.) (SM)

Cultural Studies; Foreign Countries; Government Role;
*International Education; *Mathematics Achievement; Mathematics
Tests; *Sampling; Science Education; *Secondary Education;
*Vocational Education
IDENTIFIERS- *Switzerland; *Third International Mathematics and
Science Study

This paper shows how the Third International Mathematics and Science Study (TIMSS) can be carried out in a country with a very complicated upper-secondary educational system. The difficulties are not linked to the measurement of achievement, since the international project provides a common achievement scale. The challenge lies in the design of the sample, which has to reflect the structure of the educational system. Before the Swiss design is presented, a description of the Swiss educational system is given, followed by some national results and a short comparison with the United States. In Switzerland, a country with 3 principal languages, the 26 cantons make many of their own laws and enjoy a great deal of autonomy in local education. There is greater unity at the upper secondary level than at the lower levels, because the upper secondary level is governed by some federal regulations. It is divided into two major types of education, the Maturitatsschule (gymnasium), which is a university preparation school, and vocational training schools. There are two other minor types of upper-secondary education, teacher training and general education schools. Gymnasiums, entrance to which is governed by a rigorous selection process, offer five types of academic programs. The TIMSS sample design was not well-suited to Switzerland, where the population needed to be stratified according to programs of study, and where drawing random samples from schools was not suitable for practical limitations on testing time. The stratification process is described. Results from the TIMSS in Switzerland confirm how important it is to take account of different achievement levels among classes, since 66% of the variation in mathematics and science literacy achievement was inter-class variation, while only 34% was intra-class variation. The need to stratify vocational training was also confirmed. Although there are many problems in comparing achievement of Swiss and U.S. students, some comments can be made about the higher achievement of Swiss students. It appears that Swiss schools succeed in upholding implicit performance standards and communicating them directly to their students. Reasons for this assumption are discussed. The TIMSS shows that it is possible to design a sample that reflects the complicated structure of the Swiss educational system. In addition, TIMSS results support the high level of achievement of the Swiss vocational schools. (Contains 2 figures and 11 references.) (SLD)

size of the correlation between parameter estimates is considerably smaller in HLM, and not consistently in the predicted direction. It is concluded that while HLM is better able to contain regression effects, those effects remain a source of concern in the interpretation of basic skills evaluation data. (Contains one table and five references.) (SLD)

ED 419 844 TM 028 420

Iiyoshi, Toru; Hannafin, Michael J.
Cognitive Tools for Open-Ended Learning Environments: Theoretical and Implementation Perspectives.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; *Computer Assisted Instruction; *Educational Environment; Higher Education; *Hypermedia; Prior Learning; Problem Solving; Technical Education
IDENTIFIERS- Open Ended Learning Environments

This study investigated patterns and effects of cognitive tools usage during engagement with an open-ended hypermedia learning environment. Seven technical institute students engaged in problem-solving tasks concerning anatomy and physiology. They used 16 cognitive tools embedded in a hypermedia system and their tool use patterns and corresponding learning processes were explored and analyzed. The findings suggest that four factors (general prior knowledge, task-related prior knowledge, task complexity, and tool familiarity) affected learner's selection and use of cognitive tools. Effects of learners, tasks, and learning environment interaction on tool use are also discussed. A conceptual framework for functional cognitive tool classifications and principles of design based on an information processing model and other cognitive learning theories such as cognitive flexibility theory, cognitive load theory, metacognition theory, and mental model theory are provided. Appendixes provide a sample screen image and explanation of tools from "The Human Body" and functional classification tools from that text. (Contains 1 table, 1 figure, and 15 references.) (Author/SLD)

learning. Teacher learning begins with preservice teacher education, which must include courses in cognitive psychology, developmental psychology, learning theory and pedagogy, and professional ethics. Teacher inservice education is also important. Educators must use the information provided by educational research. Science standards are important to the process of science education reform, but these standards must encompass expectations for teachers to upgrade their content knowledge and teaching skills through preservice and inservice education. (Contains 14 references.) (SLD) to design plans for school reform that would incorporate federal, local, and district expectations for school reform. Additional support was available as needed. The study involved collecting data from participants throughout the process in sites that included schoolwide Title I programs, rural, urban, and suburban schools at elementary, middle, and high school levels. Participants included teachers, parents, principals, and other administrators. Study findings indicate the importance of participation by the school principal and the usefulness of including a central office administrator in the school team. Also important was providing definite times and places for school teams to work together. Effective teams viewed their coach or support team member as a source of information and support, not as someone to dictate reforms. A comparison of the weekly and as-needed forms of support suggests that the weekly coach was more likely to be considered an integral part of the reform effort. While both collaborative models were effective in developing relationships, creating teams, and assisting those teams to develop plans, the intensity of the training provided by the Accelerated Schools model and the weekly followup support enabled those teams to address their issues in greater depth and to move forward more smoothly. (Contains 14 references.) (SLD)

ED 419 895 UD 032 372

Carr, Leslie G.
"Color-Blind" Racism.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; *Black History; *Constitutional History; *Ideology; Racial Bias; Racial Discrimination; *Racial Relations; *United States History
IDENTIFIERS- *Color Blindness

Examining race relations in the United States from a historical perspective, this book explains how the constitution is racist and how color blindness is actually a racist ideology. It is argued that Justice Harlan, in his dissenting opinion in Plessy v. Ferguson, meant that the constitution and the law must remain blind to the existence of race because color-blindness was the best way to insure white dominance. The progression of racist ideology in the United States from its Christian form to its evolutionary form to the current "color-blind" form can be understood as a consequence of changes that have occurred in the means and relations of production. Chapter 1, "Theories of Ideology," explores Marxian, anti-Marxian, and semi-Marxian theories as they relate to racism. Chapter 2, "Christianity, the Constitution, and Slavery," continues the historic exploration of racist ideologies, as do Chapters 3 through 6, titled "Sharecropping and the Rise of Evolutionary 'Racist' Ideology," "National Self-Determination and the Consociational State," "Prelude to 'Integration'," and "Civil Rights and Civil Uprisings," respectively. Chapter 7, "The Color-Blind Reaction," discusses the color blind reaction at work in affirmative action and contemporary issues. Chapter 8 considers "Color Blindness: Illusions and Consequences." When racism is placed in a historic perspective, it becomes clear that it is not some flaw that impedes the perfection of the American system, but instead has been a basic part of the American system from its inception. An appendix discuses symbolic racist literature through a survey of 619 college students and followup with 151 students. Each chapter contains references. (Contains two figures and one table.) (SLD)

ED 419 896 UD 032 373

McCubbin, Hamilton I., Ed.; Thompson, Elizabeth A., Ed.; Thompson, Anne I., Ed.; Fromer, Julie E., Ed.
Resiliency in Native American and Immigrant Families. Resiliency in Families Series.
PUB DATE- 98
NOTE- 454p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; *Asian Americans; Cultural Differences; Ethnic Groups; Family Characteristics; *Hawaiians; *Hispanic Americans; *Immigrants; Outcomes of Education; Political Influences; Racial Differences; *Resilience (Personality); Tables (Data); Theories
IDENTIFIERS- Native Americans

This book is the first part of a two-volume collection devoted to issues facing racial and ethnic minority families. These chapters grew out of a conference at the University of

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(171) Multilingual/Bilingual Materials

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(100) AudioVisual Non-Print Materials

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CE076452	ED419155
CE076453	ED419156
CE076454	ED419157
CE076455	ED419158//
CE076457	ED419159
CE076459	ED419160
CE076460	ED419161
CE076461	ED419162
CE076466	ED419163
CE076475	ED419164//
CE076476	ED419165//
CE076477	ED419166//
CE076478	ED419167//
CE076480	ED419168
CE076482	ED419169//
CE076483	ED419170//
CE076484	ED419171
CE076485	ED419172
CE076486	ED419173
CE076487	ED419174
CE076488	ED419175
CE076489	ED419176
CE076490	ED419177

CG - Counseling and Student Services

CG028367	ED419178
CG028409	ED419179
CG028410	ED419180
CG028416	ED419181
CG028417	ED419182
CG028419	ED419183
CG028420	ED419184
CG028421	ED419185
CG028422	ED419186
CG028423	ED419187
CG028424	ED419188
CG028426	ED419189
CG028430	ED419190
CG028431	ED419191
CG028432	ED419192
CG028433	ED419193
CG028434	ED419194
CG028440	ED419195
CG028441	ED419196
CG028443	ED419197
CG028445	ED419198
CG028449	ED419199
CG028452	ED419200
CG028455	ED419201
CG028456	ED419202
CG028457	ED419203
CG028460	ED419204
CG028462	ED419205
CG028466	ED419206
CG028467	ED419207
CG028468	ED419208
CG028472	ED419209
CG028476	ED419210

CG028478	ED419211
CG028480	ED419212
CG028481	ED419213
CG028482	ED419214
CG028484	ED419215
CG028486	ED419216
CG028487	ED419217
CG028488	ED419218

CS - Reading, English, and Communication

CS013182	ED419219
CS013185	ED419220
CS013186	ED419221
CS013187	ED419222
CS013188	ED419223//
CS013189	ED419224
CS013190	ED419225
CS013191	ED419226
CS013196	ED419227
CS013197	ED419228
CS013198	ED419229
CS013199	ED419230//
CS013200	ED419231//
CS013202	ED419232
CS216318	ED419233
CS216326	ED419234
CS216329	ED419235
CS216330	ED419236
CS216331	ED419237
CS216332	ED419238
CS216333	ED419239
CS216334	ED419240
CS216335	ED419241
CS216336	ED419242
CS216337	ED419243
CS216338	ED419244
CS216340	ED419245
CS216341	ED419246
CS216342	ED419247
CS216343	ED419248
CS216345	ED419249
CS216347	ED419250
CS216359	ED419251//
CS509833	ED419252
CS509834	ED419253
CS509835	ED419254
CS509836	ED419255
CS509839	ED419256
CS509840	ED419257
CS509841	ED419258
CS509842	ED419259
CS509843	ED419260
CS509848	ED419261
CS509849	ED419262
CS509851	ED419263//
CS509852	ED419264

EA - Educational Management

EA028965	ED419265
EA028971	ED419266
EA028972	ED419267
EA028973	ED419268

EA028974	ED419269
EA028975	ED419270
EA028976	ED419271
EA028977	ED419272
EA028978	ED419273
EA029011	ED419274//
EA029020	ED419275
EA029021	ED419276
EA029022	ED419277
EA029023	ED419278
EA029024	ED419279
EA029025	ED419280
EA029031	ED419281
EA029033	ED419282
EA029036	ED419283
EA029037	ED419284
EA029039	ED419285
EA029046	ED419286
EA029048	ED419287
EA029049	ED419288
EA029050	ED419289
EA029051	ED419290
EA029052	ED419291
EA029054	ED419292
EA029055	ED419293
EA029056	ED419294
EA029059	ED419295//
EA029061	ED419296
EA029062	ED419297
EA029081	ED419298
EA029097	ED419299
EA029101	ED419300
EA029104	ED419301
EA029111	ED419302
EA029112	ED419303
EA029113	ED419304
EA029124	ED419305

EC - Disabilities and Gifted Education

EC306384	ED419306
EC306390	ED419307
EC306391	ED419308
EC306392	ED419309
EC306393	ED419310
EC306394	ED419311
EC306396	ED419312
EC306397	ED419313
EC306398	ED419314
EC306400	ED419315
EC306401	ED419316
EC306402	ED419317
EC306403	ED419318
EC306404	ED419319
EC306405	ED419320
EC306406	ED419321
EC306407	ED419322
EC306408	ED419323
EC306409	ED419324
EC306411	ED419325//
EC306412	ED419326
EC306413	ED419327
EC306414	ED419328
EC306415	ED419329

EC306416	ED419330
EC306417	ED419331
EC306418	ED419332
EC306421	ED419333
EC306422	ED419334
EC306423	ED419335
EC306424	ED419336
EC306425	ED419337
EC306426	ED419338
EC306427	ED419339
EC306428	ED419340
EC306429	ED419341
EC306430	ED419342
EC306431	ED419343
EC306432	ED419344
EC306433	ED419345
EC306434	ED419346
EC306435	ED419347
EC306437	ED419348
EC306438	ED419349
EC306439	ED419350//
EC306440	ED419351//
EC306441	ED419352//
EC306442	ED419353//
EC306443	ED419354
EC306444	ED419355
EC306445	ED419356
EC306446	ED419357//
EC306447	ED419358
EC306448	ED419359
EC306449	ED419360//
EC306450	ED419361//
EC306451	ED419362//
EC306452	ED419363//
EC306453	ED419364//
EC306454	ED419365
EC306455	ED419366

EF - Eric Facility

EF005041	ED419367
EF005043	ED419368
EF005048	ED419369
EF005049	ED419370
EF005050	ED419371
EF005051	ED419372
EF005057	ED419373
EF005059	ED419374
EF005061	ED419375
EF005062	ED419376
EF005063	ED419377
EF005064	ED419378

FL - Language and Linguistics

FL024892	ED419379
FL024893	ED419380
FL024894	ED419381
FL024920	ED419382
FL025159	ED419383
FL025183	ED419384
FL025184	ED419385
FL025193	ED419386
FL025196	ED419387

FL025198	ED419388
FL025217	ED419389
FL025218	ED419390
FL025219	ED419391
FL025220	ED419392
FL025232	ED419393//
FL025233	ED419394
FL025235	ED419395
FL025238	ED419396
FL025239	ED419397
FL025240	ED419398
FL025241	ED419399
FL025242	ED419400
FL025244	ED419401//
FL025245	ED419402
FL025246	ED419403
FL025247	ED419404
FL025248	ED419405
FL025249	ED419406
FL025250	ED419407
FL025251	ED419408
FL025252	ED419409
FL025253	ED419410
FL025254	ED419411
FL025255	ED419412
FL025259	ED419413
FL025260	ED419414
FL025261	ED419415
FL025262	ED419416
FL025263	ED419417
FL025264	ED419418
FL025265	ED419419
FL025266	ED419420
FL025268	ED419421
FL025269	ED419422
FL025270	ED419423
FL025271	ED419424
FL025272	ED419425
FL025468	ED419426
FL801220	ED419427
FL801223	ED419428
FL801225	ED419429
FL801226	ED419430
FL801229	ED419431
FL801230	ED419432
FL801231	ED419433
FL801232	ED419434
FL801233	ED419435
FL801236	ED419436
FL801237	ED419437

HE - Higher Education

HE031208	ED419438
HE031210	ED419439//
HE031211	ED419440//
HE031212	ED419441
HE031213	ED419442
HE031214	ED419443
HE031215	ED419444
HE031216	ED419445
HE031218	ED419446
HE031219	ED419447
HE031220	ED419448

HE031221	ED419449
HE031222	ED419450//
HE031223	ED419451
HE031224	ED419452
HE031225	ED419453//
HE031226	ED419454//
HE031227	ED419455
HE031233	ED419456//
HE031234	ED419457//
HE031235	ED419458//
HE031236	ED419459//
HE031237	ED419460//
HE031238	ED419461
HE031239	ED419462
HE031240	ED419463
HE031241	ED419464
HE031242	ED419465
HE031243	ED419466//
HE031244	ED419467
HE031245	ED419468
HE031246	ED419469
HE031247	ED419470
HE031248	ED419471
HE031249	ED419472
HE031251	ED419473
HE031252	ED419474
HE031268	ED419475
HE031270	ED419476
HE031271	ED419477
HE031272	ED419478
HE031273	ED419479
HE031274	ED419480
HE031275	ED419481
HE031276	ED419482//
HE031277	ED419483//

IR - Information and Technology

IR018894	ED419484//
IR018895	ED419485
IR018896	ED419486
IR018897	ED419487
IR018898	ED419488
IR018899	ED419489
IR018900	ED419490//
IR018902	ED419491
IR018903	ED419492
IR018904	ED419493
IR018905	ED419494
IR018906	ED419495
IR018907	ED419496
IR018908	ED419497
IR018909	ED419498
IR018910	ED419499
IR018911	ED419500
IR018912	ED419501
IR018913	ED419502
IR018914	ED419503
IR018915	ED419504
IR018916	ED419505
IR019126	ED419506//
IR019127	ED419507//
IR019128	ED419508//
IR019130	ED419509//

IR019131	ED419510
IR019132	ED419511
IR019133	ED419512
IR019134	ED419513
IR019135	ED419514
IR019137	ED419515
IR019138	ED419516
IR019139	ED419517
IR019140	ED419518
IR019141	ED419519
IR019142	ED419520
IR019143	ED419521
IR019144	ED419522
IR019145	ED419523
IR019146	ED419524
IR019147	ED419525
IR019148	ED419526
IR019149	ED419527
IR019152	ED419528
IR019153	ED419529
IR019154	ED419530
IR019155	ED419531
IR019156	ED419532
IR019157	ED419533
IR056985	ED419534
IR056986	ED419535
IR057037	ED419536//
IR057039	ED419537
IR057040	ED419538
IR057041	ED419539//
IR057042	ED419540//
IR057043	ED419541
IR057044	ED419542
IR057045	ED419543//
IR057046	ED419544
IR057048	ED419545
IR057049	ED419546//
IR057051	ED419547//
IR057052	ED419548
IR057053	ED419549
IR057054	ED419550
IR109129	ED419551//

JC - Community Colleges

JC980202	ED419552
JC980231	ED419553
JC980238	ED419554
JC980240	ED419555
JC980241	ED419556
JC980242	ED419557
JC980244	ED419558
JC980247	ED419559
JC980248	ED419560
JC980249	ED419561
JC980250	ED419562
JC980251	ED419563
JC980252	ED419564
JC980256	ED419565
JC980257	ED419566
JC980258	ED419567
JC980259	ED419568
JC980260	ED419569
JC980261	ED419570

JC980262	ED419571
JC980268	ED419572
JC980269	ED419573
JC980270	ED419574

PS - Elementary and Early Childhood Education

PS025427	ED419575
PS025911	ED419576
PS026264	ED419577
PS026292	ED419578
PS026376	ED419579
PS026404	ED419580
PS026417	ED419581
PS026418	ED419582
PS026419	ED419583
PS026437	ED419584
PS026440	ED419585
PS026459	ED419586
PS026460	ED419587
PS026463	ED419588
PS026464	ED419589
PS026466	ED419590
PS026469	ED419591//
PS026473	ED419592
PS026475	ED419593
PS026476	ED419594
PS026480	ED419595
PS026484	ED419596
PS026493	ED419597
PS026496	ED419598//
PS026497	ED419599//
PS026500	ED419600//
PS026501	ED419601//
PS026505	ED419602
PS026507	ED419603
PS026509	ED419604
PS026510	ED419605
PS026514	ED419606//
PS026516	ED419607//
PS026520	ED419608//
PS026521	ED419609//
PS026522	ED419610//
PS026524	ED419611
PS026525	ED419612
PS026526	ED419613
PS026527	ED419614
PS026534	ED419615
PS026535	ED419616
PS026538	ED419617
PS026539	ED419618
PS026540	ED419619
PS026541	ED419620
PS026550	ED419621
PS026566	ED419622//
PS026567	ED419623//
PS026569	ED419624
PS026570	ED419625
PS026574	ED419626//
PS026575	ED419627
PS026577	ED419628
PS026590	ED419629
PS026594	ED419630
PS026600	ED419631

PS026601	ED419632

RC - Rural Education and Small Schools

RC021476	ED419633
RC021478	ED419634
RC021481	ED419635
RC021494	ED419636
RC021496	ED419637
RC021498	ED419638
RC021500	ED419639
RC021503	ED419640
RC021504	ED419641
RC021505	ED419642
RC021506	ED419643
RC021507	ED419644
RC021508	ED419645
RC021509	ED419646
RC021510	ED419647
RC021511	ED419648
RC021512	ED419649
RC021513	ED419650
RC021514	ED419651
RC021515	ED419652
RC021519	ED419653
RC021520	ED419654//
RC021523	ED419655
RC021524	ED419656
RC021530	ED419657
RC021531	ED419658
RC021535	ED419659
RC021536	ED419660//
RC021537	ED419661//
RC021538	ED419662//
RC021542	ED419663//
RC021552	ED419664//

SE - Science, Mathematics, and Environmental E

SE061254	ED419665
SE061296	ED419666
SE061363	ED419667
SE061364	ED419668
SE061371	ED419669
SE061374	ED419670
SE061375	ED419671
SE061376	ED419672
SE061377	ED419673
SE061378	ED419674
SE061384	ED419675
SE061385	ED419676
SE061386	ED419677
SE061387	ED419678
SE061389	ED419679
SE061391	ED419680
SE061393	ED419681
SE061394	ED419682
SE061395	ED419683
SE061396	ED419684
SE061397	ED419685//
SE061398	ED419686
SE061405	ED419687
SE061406	ED419688
SE061407	ED419689

SE061408	ED419690
SE061411	ED419691
SE061417	ED419692
SE061418	ED419693//
SE061421	ED419694
SE061422	ED419695
SE061423	ED419696
SE061424	ED419697//
SE061425	ED419698//
SE061426	ED419699//
SE061427	ED419700//
SE061428	ED419701//
SE061432	ED419702//
SE061433	ED419703//
SE061435	ED419704//
SE061437	ED419705//
SE061438	ED419706//
SE061452	ED419707
SE061454	ED419708
SE061459	ED419709
SE061460	ED419710
SE061462	ED419711
SE061465	ED419712
SE061469	ED419713
SE061471	ED419714
SE061474	ED419715//
SE061478	ED419716
SE061849	ED419717

SO - Social Studies/Social Science Education

SO025161	ED419718
SO025619	ED419719
SO027122	ED419720
SO027283	ED419721
SO027389	ED419722
SO027961	ED419723//
SO027962	ED419724//
SO027964	ED419725//
SO027965	ED419726//
SO028128	ED419727
SO028760	ED419728
SO028761	ED419729
SO028762	ED419730
SO028763	ED419731
SO028764	ED419732
SO028765	ED419733
SO028766	ED419734
SO028767	ED419735
SO028768	ED419736
SO028769	ED419737
SO028770	ED419738
SO028771	ED419739
SO028772	ED419740
SO028773	ED419741
SO028774	ED419742
SO028775	ED419743
SO028776	ED419744
SO028777	ED419745
SO028778	ED419746
SO028854	ED419747
SO028857	ED419748
SO028859	ED419749//
SO028860	ED419750

S0028864	ED419751
S0028865	ED419752
S0028868	ED419753
S0028869	ED419754
S0028870	ED419755
S0028871	ED419756
S0028872	ED419757
S0028873	ED419758
S0028874	ED419759
S0028881	ED419760
S0028882	ED419761
S0028899	ED419762
S0028901	ED419763//
S0028902	ED419764//
S0028905	ED419765
S0028910	ED419766
S0028916	ED419767
S0029006	ED419768
S0029047	ED419769
S0029101	ED419770
S0029313	ED419771
S0029329	ED419772
S0029330	ED419773
S0029331	ED419774
S0029332	ED419775

SP - Teaching and Teaching Education

SP037779	ED419776
SP037917	ED419777
SP037942	ED419778
SP037943	ED419779
SP037944	ED419780//
SP037945	ED419781
SP037946	ED419782
SP037947	ED419783
SP037948	ED419784
SP037949	ED419785
SP037950	ED419786
SP037951	ED419787
SP037952	ED419788
SP037953	ED419789
SP037954	ED419790
SP037955	ED419791
SP037956	ED419792
SP037957	ED419793
SP037958	ED419794
SP037959	ED419795
SP037960	ED419796
SP037961	ED419797
SP037962	ED419798
SP037963	ED419799
SP037964	ED419800
SP037965	ED419801
SP037966	ED419802
SP037967	ED419803
SP037968	ED419804
SP037969	ED419805
SP037970	ED419806
SP037973	ED419807
SP037974	ED419808
SP037975	ED419809
SP037980	ED419810

TM - Assessment and Evaluation

TM028382	ED419811//
TM028383	ED419812//
TM028384	ED419813//
TM028385	ED419814//
TM028386	ED419815//
TM028387	ED419816//
TM028392	ED419817
TM028393	ED419818
TM028394	ED419819
TM028395	ED419820
TM028396	ED419821
TM028397	ED419822
TM028398	ED419823
TM028399	ED419824
TM028400	ED419825
TM028401	ED419826//
TM028402	ED419827//
TM028403	ED419828
TM028404	ED419829
TM028405	ED419830
TM028406	ED419831
TM028407	ED419832
TM028408	ED419833
TM028409	ED419834
TM028410	ED419835
TM028411	ED419836
TM028413	ED419837
TM028414	ED419838
TM028415	ED419839
TM028416	ED419840
TM028417	ED419841
TM028418	ED419842
TM028419	ED419843
TM028420	ED419844
TM028421	ED419845
TM028422	ED419846
TM028423	ED419847
TM028424	ED419848
TM028425	ED419849